LABOUR MARKET INFORMATION

FINAL REPORT

Evaluation and Data Development
Strategic Policy
Human Resources Development Canada
September 1997

SP-AH042E-09-97

101-02474/

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ACKNOWLEDGEMENTS

The formative evaluation of the Labour Market Information (LMI) Strategic Initiative was prepared under contract by L. McElroy & Associates for the Evaluation and Accountability Branch, Ministry of Education, Skills and Training, in partnership with Human Resources Development Canada.

The Evaluation Steering Committee would like to thank all those who participated in the evaluation study, in particular, representatives from the various projects funded under the LMI Strategic Initiative as well as many people working in the field who are part of the intended audience for the work of the Initiative. These are busy people who willingly gave their time to this evaluation and provided feedback and suggestions that contributed greatly to this research.

We would also like to acknowledge the federal government and provincial government for their joint contribution to funding the LMI Strategic Initiative, as part of the Strategic Initiatives Program to test new approaches to social security reform in British Columbia.

EXECUTIVE SUMMARY

THE LABOUR MARKET INFORMATION (LMI) STRATEGIC INITIATIVE

Funding for the LMI Strategic Initiative is provided jointly by Canada and the Government of British Columbia, for the three-year period from 1995/96 to 1997/98, as part of the Strategic Initiatives Program to test new approaches to social security reform in British Columbia. The objective of the LMI Strategic Initiative is: "*to answer the need for the development, production and distribution of high quality job and career related labour market information and, particularly, its integration into career counselling in secondary and post-secondary educational settings, in order to support the school-to-work transition*"[1]

To ensure the LMI Strategic Initiative was closely linked to ongoing efforts to enhance labour market information in BC, the existing Joint Committee for enhanced LMI was given the responsibility for the delivery of the Initiative. Authority for funding decisions resides with the federal-provincial co-chairs of the Joint Committee. In addition to the Joint Committee, six sub-committees oversee the delivery of the following activity areas:

- Research and data development: to develop new sources of labour market data for use in career-related labour market information products and services;
- New and enhanced information products: to produce and distribute new career related labour market information products, using existing or new sources of labour market information;
- Community based information partnerships: to pilot test selected community-based projects, in collaboration with community or sectoral agencies;
- Implementation of new technologies: to test the relative merits of alternative delivery mechanisms and technologies for the dissemination of labour market information in schools, community agencies, homes and government offices;
- Quality standards and training: research to develop standards for training of career practitioners and quality standards (currency, accuracy, etc.) for the development of labour market information, as well as pilot testing training approaches and strategies for delivering training; and

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[1] *Cooperation Agreement Concerning the Labour Market Components of the Canada/British Columbia Strategic Initiatives*, Schedule C, 1995.

- Linkages with the Assessment, Counselling and Referral (ACR) Strategic Initiative: to produce products to meet the labour market information resource needs of the ACR Initiative. (The purpose of the ACR Initiative is to test an enhanced assessment counselling and referral system for people on income support to improve their access to employment programs and the labour market.)

The Evaluation Purpose and Approach

The primary objectives of the formative evaluation were to determine:

- the relevance of the activities of the LMI Strategic Initiative to the purpose of the Initiative and to the needs of the intended audiences;
- the effectiveness and efficiency of the management and delivery of the Initiative;
- the key features of the Initiative that make it work well, as well as any limitations to its effectiveness, and possible improvements; and
- whether there are appropriate processes in place to plan for the long-term sustainability of the achievements of the Initiative, where warranted, both for the Initiative as a whole and for individual projects.

The evaluation approach consisted of in-depth interviews with a variety of people to obtain different perspectives on the issues. People involved in delivery of the Initiative, ranging from government personnel chairing committees, to people in the field who worked on only one project steering committee, were interviewed. In addition, a selection of people working in the field, who had not been involved in the Initiative's delivery, were interviewed. This group included representatives of career practitioner organizations not involved in delivery, as well as career development practitioners working for not-for-profit or for-profit agencies, career counsellors at post-secondary institutions, career program coordinators and classroom teachers in the secondary school system, and field personnel of Human Resources Development Canada (HRDC) and Ministry of Education, Skills and Training (MoEST).

Evaluation Findings

Relevance to End Users: Overall, the activities of the Initiative are reasonably relevant to the intended audiences. Recent efforts to make resources more

accessible to end users through changes in language and format, and current planning for training indicate that the Initiative is increasingly aware of the needs of end users and is focusing its activities on these needs. The greatest need is for information and support to career practitioners to raise their understanding about the relevance of labour market information to the career planning process, and to demonstrate how labour market information can be used in making career planning decisions.

Communication: Despite the lack of a communication process, people involved in the Initiative have been kept reasonably informed, duplication of efforts have been generally avoided and numerous partnerships have been established. Awareness of the activities of the Initiative among career practitioners in the field is low and understanding of potential uses of labour market information is still an issue. The Initiative has only recently began communicating about the labour market information resources available and how to obtain them. The Initiative has recognized the need to improve communication to its intended audiences, and is currently developing a marketing plan to meet this end.

Failure to recognize the need for formal communication processes earlier has been the primary limitation of the Initiative. Now with the wealth of information that there is to communicate, the need is even greater. This has been recognized, and steps are being taken to address this need. A related limitation has been the lack of a support infrastructure to coordinate the activities and facilitate communication both with those involved and with intended audiences.

Partnerships: Working in partnership has been a key feature of the Initiative. Most obvious is the partnership between the federal and provincial governments. Others partners have included other Strategic Initiatives, other Ministries, government agencies, career practitioner organizations, and, to a limited extent, industry. These partnerships have enhanced the Initiative by increasing understanding of the needs of various audiences; bringing additional expertise, broader perspectives and creativity to projects; adding credibility to the end product; and enhancing the ability to reach audiences that would not otherwise be reached.

Management and Delivery: The overall management of the Initiative has provided clear direction, ensured effective and efficient use of resources and has been accountable and responsive to changing circumstances. Roles and responsibilities have been, for the most part, clear and appropriate, although many participants would prefer that roles and responsibilities were explicitly defined. The role of the new Centre for Education Information Standards and Services, and how it will work with partners, is unclear, which is a concern for some of the participants involved in projects delivered through the Centre.

Sustainability: Labour market information is dynamic information that becomes outdated quickly. Hence, many of the specific resources produced by the Initiative will have a limited shelf life. If they are useful, and many appear to be, they will not remain useful indefinitely. The achievements of the Initiative, and its potential impact

on the process of social security reform through its long term effect on labour market supply and demand, will be limited if ongoing work does not continue, at least to keep useful resources current and available.

Overall Conclusions

As a three-year Initiative that was intended to be innovative, the LMI Strategic Initiative has been well managed. It has been able to carry out a great deal of activity in a short period of time. There are four key elements that have made the LMI Strategic Initiative work well:

- Its open and inclusive structure has ensured input from a broad range of stakeholders and thus provided for greater understanding of the needs of end users.
- The Initiative's flexible, non-bureaucratic management style has empowered the people involved to be innovative, while at the same being responsive to identified needs and the practical constraints to addressing these needs.
- The Initiative's flexibility and responsiveness has been possible, in part, because the Initiative has been independent of normal government structures and has had its own independent budget. As a consequence, it has not been hampered by the government reorganizations and budget cutbacks experienced during this period.
- The commitment of the people involved, who have, for the most part, participated because of their belief in the value of the Initiative, not because it was a specific requirement of their job, has been a key reason for the substantial level of activity that the Initiative has been able to sustain.

Those involved in addressing the need for sustainability of the Initiative's activities need to recognize the legacies the Initiative can be expected to leave, and find ways to build on these:

- Partners have established working relationships through the Initiative. These partnerships should be used to sustain the work of the Initiative after it ends.
- Lessons that may be learned from the Initiative's projects, of what works and what doesn't in terms of improving products and enhancing access and integration into career planning, may be useful for extension to further programming. The lessons need to be collected now, by those involved in carry out the activities. An explicit process is needed for collecting and sharing the lessons.

- A wide range of resources are being developed that are intended to meet a range of needs. These resources will provide a legacy upon which to build. At the very least, the process of sustainability will need to ensure that useful resources are kept current and made available.

- Standards regarding the development and dissemination of labour market information and standards regarding training for career practitioners, are being developed now. These standards also have the potential to be part of the legacy of the Initiative, providing that the standards are generally endorsed and used.

A paradigm shift in the use of labour market information in the career planning process is underway. Traditionally, labour market information was not used in career planning. The need for the incorporation of labour market information into the career planning process has arisen since the traditional pattern of stable employment until retirement has been replaced by more frequent occupational changes over the course of an individual's working life and higher levels of unemployment. The LMI Strategic Initiative is trying to address this need.

The LMI Strategic Initiative cannot be expected to fully achieve the objective of integrating the effective use of labour market information into career planning. This will require a complete paradigm shift in the career planning process. Such a shift takes time. The work of the Initiative can, however, be expected to support and even expedite the shift, but there will still be a need for work in this area when the Initiative ends. To effectively meet this end, the production and dissemination of high quality labour market information resources will not be enough. Services that support the effective use of these resources will be critical to the ultimate success of the Initiative and its ensuing legacy.

MANAGEMENT RESPONSE

The LMI Strategic Initiative is one of the series of programs jointly funded through the Canada/BC Strategic Initiatives Agreement. It is designed "*to answer the need for the development, production and distribution of high quality job and career related labour market information and, particularly, its integration into career counselling in secondary and post-secondary educational settings, in order to support the school-to-work transition".*

In pursuing these objectives, activities undertaken through the Initiative have been directed towards:

- Development of new sources of labour market information relevant to the career and occupational planning and decision making process;
- Production of new, or enhanced information products which use available and new labour market information;
- Utilization of new technologies which improve distribution of, and/or improve access to career-related labour market information in new formats via new media;
- Support for the formation of innovative community information partnerships to enable development and use of career related labour market information at the regional or sectoral level, and,
- Establishment of quality criteria for dissemination of career-related labour market information, and standards and certification for its use by career practitioners.

As stated in the report, objectives of the formative evaluation of the LMI Strategic Initiative were to assess:

- Relevance of activities of the Initiative to its stated purpose and to the needs of the intended audience;
- Effectiveness and efficiency of administration of the Initiative, including communication and coordination, and management and delivery;
- Key features of the Initiative that have contributed to its success, as well as limitations and possible improvements; and

- Processes in place, where warranted, to ensure sustainability of the achievements of the Initiative.

Based on a series of in-depth interviews with personnel directly and indirectly involved in delivery of the Initiative, key findings from the evaluation have included:

- Overall, the activities of the Initiatives are reasonably relevant to the intended audience;
- The Initiative has recognized the need to improve communications to its intended audiences. A marketing plan is currently under development to meet this end;
- The overall management of the Initiative has provided clear direction, ensured effective and efficient use of resources and has been accountable and responsive to changing circumstances;
- Working in partnership has been a key feature of the way the Initiative has operated, and has significantly enhanced projects associated with the Initiative; and
- The achievements of the Initiative will be limited if ongoing work does not continue, at the least, to keep useful resources current and available.

The Management Committee has reviewed the evaluation from the perspective of its objectives and methodology, and accepts its findings and recommendations. In particular:

- The Management Committee is satisfied that the Initiative is working effectively to meet its objectives;
- The Management Committee has noted the degree of relevance of activities, the quality of management and coordination, and the benefits of partnership building exhibited by the Initiative;
- Concerning communications issues, the Management Committee is persuaded that substantial work is underway at present (e.g. the development of a marketing plan) to address shortcomings in this area;
- Of particular significance to the Management Committee has been the demonstrated successes and achievements of the partnership model in planning and implementing the Initiative; and

- With respect to the successes of the partnership model, the Management Committee supports the view that a continuation in these ways of doing business can significantly enhance the long term sustainability of the activities and deliverables of the Initiative.

Based in part of the results of this evaluation, the Management Committee expects to actively pursue appropriate strategies to extend the framework and processes established through the Initiative into the new arena of the federal/provincial labour market development agreements.

1.0 INTRODUCTION

A. OVERVIEW OF THE LABOUR MARKET INFORMATION STRATEGIC INITIATIVE

The Labour Market Strategic Initiatives Agreement provides funding for the Labour Market Information (LMI) Strategic Initiative for the three-year period from 1995/96 to 1997/98. The objective of the LMI Strategic Initiative is: "*to answer the need for the development, production and distribution of high quality job and career related labour market information and, particularly, its integration into career counselling in secondary and post-secondary educational settings, in order to support the school-to-work transition*"[2]

According to the Labour Market Strategic Initiatives Agreement, the LMI Strategic Initiative will address this objective by:

- studying emerging requirements for labour market information at the community level;
- identifying the specific products and services needed;
- producing and distributing these products and services as required;
- establishing standards for the development and dissemination of those products and services; and
- testing the relative effectiveness of alternative community-based delivery mechanisms.

Funding for the LMI Strategic Initiative is provided jointly by Canada and the Government of British Columbia, as part of the Strategic Initiatives Program to test new approaches to social security reform in British Columbia. The objectives of the Strategic Initiatives Program are to:

- contribute to the development of consensus on policy and program directions with the provinces and territories;
- provide the momentum for change and facilitate the transition;

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[2] *Cooperation Agreement Concerning the Labour Market Components of the Canada/British Columbia Strategic Initiatives*, Schedule C, 1995.

- provide the capacity to develop and evaluate concrete initiatives consistent with reform options; and

- address the needs of Canadians in the areas of employment and training, learning and education and security.

The LMI Strategic Initiative is addressing the last of these objectives, that is, the needs of Canadians in the areas of employment and training, learning and education and security.

The Joint Committee on Enhanced Labour Market Information provides overall direction for the LMI Strategic Initiative. The composition of the committee is intended to provide a broad range of input into the planning of the activities of the Initiative. The federal-provincial co-chairs of the Joint Committee make the final funding decisions. In addition to the Joint Committee, there are sub-committees that oversee planning for each activity area. A sub-committee can consist of individuals on the joint committee as well as representatives of agencies with an interest in that particular activity area. Each sub-committee is responsible for establishing priority activities and funding implications, and generating an implementation plan for meeting the objectives of the LMI Strategic Initiatives within their area. The sub-committee chairs meet to determine whether the plans of the sub-committees fit into the overall Initiative. Individual projects are managed by a working group, usually consisting of at least one person from the sub-committee as well as other people with an interest in the project.

There are currently six activity areas for the LMI Strategic Initiative:

- Research and data development: to develop new sources of labour market data for use in career-related labour market information products and services;

- New and enhanced information products: to produce and distribute new career related labour market information products, using existing or new sources of labour market information;

- Community based information partnerships: to pilot test selected community-based projects, in collaboration with community or sectoral agencies;

- Implementation of new technologies: to test the relative merits of alternative delivery mechanisms and technologies for the dissemination of labour market information in schools, community agencies, homes and government offices;

- Quality standards and training: research to develop standards for training of career practitioners and quality standards (currency, accuracy, etc.) for the development of labour market information, as well as pilot testing training approaches and strategies for delivering training; and

- Linkages with the Assessment, Counselling and Referral (ACR) Strategic Initiative: to produce products to meet the labour market information resource needs of the ACR Initiative. (The purpose of the ACR Initiative is to test and demonstrate an enhanced assessment counselling and referral system for people on income support to improve the linkages within and between employment programs, the individual on income support and the labour market.)

An evaluation framework was completed for the Initiative in January 1997. The framework report provides a detailed description of each of the components of the Initiative and has identified the potential issues that could be addressed in the evaluation.[3] Appendix A provides a list of the projects completed or underway in the six areas as of March 1997, with a brief description of each. A detailed description of each project in contained in Appendix B.

B. Purpose of the Evaluation

The framework recommended that a formative evaluation of the LMI Strategic Initiative be conducted now, in order to collect information to improve the delivery, and possibly the effectiveness, of the Initiative.

The primary objectives of the formative evaluation were to:

- ascertain the relevance, to the purpose of the Initiative and to the needs of the intended audiences, of the activities of the LMI Strategic Initiative;
- assess the effectiveness of communication and coordination processes;
- evaluate the effectiveness and efficiency of the management and delivery of the Initiative;
- identify the key elements and operational practices that make the LMI Strategic Initiative work well, as well as any limitations to its effectiveness and identify possible ways to remove these limitations and improve the delivery of the LMI Strategic Initiative; and
- determine whether there are appropriate processes in place for planning for the long-term sustainability of the achievements of the Initiative, where warranted, both for the Initiative as a whole and for individual projects.

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3 *Evaluation Framework for the Labour Market Information Strategic Initiative*, January, 1997.

This evaluation addressed all issues identified in the framework as key issues to address in the formative evaluation. The issues addressed are presented in Chapter 2.0, together with the findings and conclusions on each issue.

C. Evaluation Methodology

The approach for this evaluation was to conduct in-depth interviews with a variety of people who could provide different perspectives on the issues. The sources of information for addressing the evaluation issues were:

- **People directly involved in delivery:** This group was comprised of the federal and provincial co-chairs for the LMI Initiative, as well as the co-chairs of the six sub-committees (for the six activity areas). The co-chairs of the sub-committees coordinate the activities of their committee and act as a liaison with the other sub-committees. The co-chairs of the joint committee have the overall responsibility for the Initiative, including funding decisions. All people in this category are employees of either the British Columbia/Yukon Region of Human Resources Development Canada (HRDC) or the British Columbia Ministry of Education Skills and Training (MoEST).[4]

- **Selected people with less direct involvement in delivery:** This group consisted of people with some role in the delivery of the LMI Strategic Initiative. Some are on the Joint Committee or one of the various sub-committees to provide advice to the decision makers. Others have been involved on project working committees for one or more projects. Also included in this group are people in local communities with some involvement with a community project funded through the Initiative. This group is quite diverse and includes both MoEST and HRDC employees, people from other provincial ministries and agencies, as well as representatives of some career practitioner groups and a selection of people working in the field.

- **Representatives of key career practitioner stakeholder groups:** Since the career practitioner community is so large and diverse, their input was sought by

[4] In the Fall of 1996, a number of the provincial employees involved in the LMI Initiative, including the provincial co-chair, moved to the Centre for Education Information Standards and Services, a recently created agency designed to provide data and information services, including labour market information, to the education system.

interviewing representatives of key organizations of career practitioners in British Columbia. Some of these people have been involved in the delivery of the Initiative and are included in the above group. This group included the other career practitioner organizations that had not been involved in the Initiative before the evaluation was conducted.

- **External stakeholders:** External stakeholders are people working in the field, generally as career practitioners, who have not been involved in the delivery of the Initiative. This group included:

  - Career development practitioners working for non-profit agencies or for profit businesses, with contracts from either the provincial or federal government to provide employment services to income assistance or employment insurance recipients, respectively. All practitioners in this group were members of one of the following associations: Networking, Education and Training for Workers in Employment, Rehabilitation and Career Counselling (NETWERCC); the Victoria Employment Agency Network (VEAN); or the Association of Service Providers for Employability and Career Training (ASPECT). Information about these associations is provided in Appendix C.

  - Career program coordinators, and classroom teachers of career education programs in the secondary school system throughout British Columbia. People for this group were selected through the Career Education Society (see Appendix C for information on the Society).

  - Counsellors at British Columbia Colleges, selected from each region of the province. Counsellors are all members of the British Columbia College and Institute Counsellors Association (information on the Association is provided in Appendix C).

  - Field Service employees (Training Consultants, Vocational Rehabilitation Services Consultants and Adjustment Consultants) of the MoEST, selected to ensure representation of all regions in the province.

  - Labour Market Information Analysts and Employer Services Consultants employed at Human Resources Centres of Canada (HRCCs) throughout the province.

The number of respondents in each group is provided in Table I-1. Interviews were conducted by telephone, except for a few conducted in person with some of the people who have had significant involvement in the Initiative. A few people submitted written responses by fax

Table I-1 - Number of Respondents in Each Group

Group	# of Respondents
Direct Delivery	11
Some Involvement	48
Reps of Career Practitioners Ass.	4
External Stakeholders	46
Total	109

Respondents in the first two groups were asked questions pertaining to

- relevance of the activities;
- effectiveness of communication and coordination;
- effectiveness of the management and delivery of the Initiative; and
- information pertaining to the sustainability of the projects in which they were involved.

Respondents in the other two groups had not participated in the Initiative and so were not asked questions pertaining to management and delivery or sustainability. Questions for these two groups focused on relevance of the activities to meet their needs, and communication issues. For data reporting purposes, findings from these latter two groups are reported together.

D. ORGANIZATION OF THE REPORT

The evaluation findings are presented in the following chapters. Findings pertaining to relevance of activities are presented in Chapter 2.0. Chapter 3.0 contains the findings relating to communication and coordination. Management and delivery issues are addressed in Chapter 4.0. Suggestions on how the Initiative can be improved are provided in the chapter to which the suggestion pertains. Findings on planning for the long-term sustainability of the achievements of the Initiative are presented in Chapter 5.0.

In each chapter, the relevant issues addressed in the evaluation are presented, followed by the findings and conclusions on each issue. The main conclusions and

their implications are summarized in Chapter 6.0. Recommendations are provided under separate cover.

2.0 RELEVANCE OF ACTIVITIES

Relevance of the activities of the LMI Initiative was looked at from two perspectives. We examined the relevance of the activities from the stated purpose of the Initiative and the criteria for the Strategic Initiatives Program. We also examined the relevance to the intended audiences of the LMI resources being developed through the activities of the Initiative.

A. RELEVANCE TO THE INITIATIVE'S PURPOSE

ISSUE:

How, and to what extent, do projects reflect the Initiative's purpose of:

- studying emerging requirements for labour market information at the community level;
- identifying specific products and services needed;
- producing and distributing these products and services as required;
- establishing standards for the development and dissemination of those products and services; or
- testing the relative effectiveness of alternative delivery technologies and community-level delivery mechanisms?

FINDINGS:

Each area or component of the Initiative has had a specific focus that reflects one or more of the purposes listed above. All components have worked at identifying specific products and services needed, that could be addressed through that specific component.

- The research component has focused largely on the first purpose, studying emerging requirements for labour market information, and the third, producing and distributing products.
- The new products component has focused on producing and distributing new products.

- The community-based component has focused on producing and distributing products and services at the community or sector level and, to a lesser extent, studying emerging requirements for labour market information at the community or sector level. It will also attempt to test the relative effectiveness of alternative delivery technologies and community-level delivery mechanisms.

- The new technologies component is focused largely on exploring alternative delivery mechanisms, particularly the use of the internet.

- The standards and training component has focused on identify training needs, and exploring ways of meeting these needs, as well as research to lead to standards both for training and for the development and dissemination of labour market information. The work on standards is being conducted in conjunction with national initiatives addressing the standards issues.

- The joint ACR/LMI component is focused on identifying needs and producing products for the ACR audience.

Conclusions:

The five purposes of the LMI Strategic Initiative are all well reflected in its activities.

B. Relevance to the Strategic Initiatives Program Criteria

Issue:

How, and to what extent, do the projects reflect the criteria established for the Strategic Initiatives Program to:

- be innovative or experimental in nature;

- provide lessons learned on what works and what doesn't in terms of improving products and enhancing access and integration into career planning that may be useful for extension to further programming; and

- be evaluated to provide information for input into the process of social security reform?

FINDINGS:

These criteria distinguish the Strategic Initiatives from ongoing programs. The LMI Strategic Initiative was not established as a program intended to meet all labour market information needs in British Columbia. Rather, it was established to be innovative and experimental in order to test different methods of collecting labour market information, and different methods of dissemination.

To a large extent, the projects undertaken by the LMI Strategic Initiative are innovative attempts to address identified needs. Those coordinating the Initiative believe that many of the projects are the first of their kind in British Columbia or sometimes in Canada. Even the delivery structure is innovative, with the number of partners involved in delivery. (Partnership is discussed in Chapter 4.0, Communication and Coordination.) The Initiative is less explicitly experimental in nature, although a number of projects are pilot tests, few have been designed as an experiment with a process built in to assess the project's success.

Many of the people less directly involved in the LMI Strategic Initiative appear to not be aware of the innovative nature of the Initiative. Their views on the Initiative suggest they may be judging the Initiative from the perspective of an ongoing program, rather than from the perspective of an innovative and experimental, short-term Initiative. Conclusions in this evaluation, however, have been considered from the perspective of evaluating a short-term, innovative Initiative, and respondents' views have been interpreted accordingly.

Regarding the second criteria, most of the activities of the LMI Strategic Initiative have the potential to provide lessons learned on what works and what doesn't in terms of improving products and enhancing access and integration into career planning that may be useful for extension to further programming. However, this potential will not be realized unless an effort is made to systematically collect this information and make it available to those with an interest in collecting and/or disseminating labour market information. The process of collecting and sharing information on what has been learned is discussed in Chapter 5.0, Sustainability.

It has been more difficult to assess how the Initiative reflects the third criteria, to provide information for input into the process of social security reform, because the activities of the Initiative do not directly pertain to social security as usually defined (that is, government support through employment insurance or income assistance). Indirectly, this criteria is reflected in the activities of the Initiative in that enhanced and more accessible labour market information should improve the ability of people to make appropriate career decisions and more effective labour market transitions. As a result, these people should have less reliance on social security such as employment insurance and income assistance.

CONCLUSIONS:

The activities of the LMI Strategic Initiative are consistent with the criteria for the Strategic Initiatives Program in that the Initiative is innovative and has the potential to provide lessons learned on what works and what doesn't in terms of improving products and enhancing access and integration into career planning that may be useful for extension to further programming. If the Initiative is successful in increasing access to and effective use of labour market information it will have indirectly provided input into the process of social security reform.

C. Relevance to Intended Audiences

Issue:

Are the activities of the LMI Strategic Initiative, to develop, produce and disseminate labour market information, meeting the needs of a diverse audience, including:

- teachers in training; classroom teachers, school counsellors and district resource people in career planning, and coop and work-place training coordinators in school districts throughout the province;
- counsellors, librarians, other information providers and coop coordinators in post-secondary education system;
- librarians in public library system in British Columbia;
- MoEST and HRDC field staff and contractors who provide career planning assistance to individuals adjusting to labour market changes or making career changes for other reasons, such as disability;
- local HRCC labour analysts who try to meet the labour market information needs in their community; and
- program planners in (government, community agencies and education systems) developing career development or employment adjustment programs?

Findings:

A range of people working in the field as career practitioners and labour market analysts were interviewed to find out whether the resources listed in the brochure

"*What's Key in Labour Market Information*" were reaching them, whether they were relevant to their clients and to find out what needs, if any, were being missed.

Awareness of the labour market information resources available varied considerably. Some groups were more aware than were others and more likely than others to make use of the resources.

- Those working in the secondary school system were, as a group, aware of more of the resources than any other group interviewed. This group was also using many of the resources, including *Work Futures, Occupational Outlook*, *Career Paths*, *Motiv8*, and the *Explore* Database. The people in this group find out where to obtain the resources through the Career Education Society, internet searches and through the resource *Career Resources for Practitioners*.

- Ministry of Education, Skills and Training field staff varied in their level of awareness, although as a group awareness was moderate to low. They use fewer of the resources, including *Work Futures, Occupational Outlook*, *Career Paths*, and *British Columbia Colleges and Institutes Student Outcomes*. Field staff tend to rely on their local HRCC office to obtain information on where to find resources. Other resources are just sent to them.

- The counsellors in the post-secondary system who were interviewed were aware of a moderate number of resources but did not make use of many of them. Some resources are sent to them, and they learn of others by chance or through their local HRCC office.

- Private trainers tended to be aware of a large number of resources and made use of them as well. The most frequently used resources by this group are *Work Futures, Occupational Outlook*, *Career Paths*, *Motiv8*, and *Making Career Sense of Labour Market Information*. Private trainers used many sources to obtain information on resources, including their local HRCC office, the internet, the library, professional organizations and other contacts.

- People working at local HRCC offices had a moderate level of awareness of the resources. There is no consistency in the resources they tend to use or in where they obtain information on the resources.

Access to labour market information resources is an issue. A particular problem is being able to identify appropriate resources and where to find them. People do not have time to search for the information, or to explore the resources to determine their suitability and how they could be used with their clients. Many of the resources that practitioners do have were sent to them because they are on a mailing list, but they do not know who is sending the resources.

Internet access varies considerably. Although some schools have good internet access, most have very limited access. Schools do not have the resources to provide

internet access for an entire class, so teaching resources cannot be internet based. CD ROM resources are desired as they are viewed as motivating for students.

Internet access for post secondary counsellors and private practitioners also varies. Private practitioners in not-for-profit agencies are concerned with the cost of providing internet access, especially for clients. The cost for print resources is also an issue for some. Generally internet access is improving, but the need for print alternatives will likely remain for some time. In remote areas internet access is not possible, as the telephone infrastructure will not support it.

Some practitioners mentioned another barrier to internet access for some of their clients—lack of comfort in working with computers. For these people, intimidation about computers will keep them away from using any electronic form of labour market information.

Despite the barriers to internet access, many respondents are excited about the possibilities the internet provides and feel that the internet can be a powerful tool to making use of labour market information.

The greatest barrier to access is knowledge about where to find the resources and time to search for the resources. Information overload is another issue often raised. People receive much more information than they have time to read and absorb. Hence they may miss information about labour market information resources, even though the information may have been sent to them.

A number of unmet needs were identified by respondents. Most respondents talked of the need for more information relevant to the local labour market. This seems to have become more of an issue since the number of labour market information analysts working at local HRCCs has been reduced by half. With fewer people to collect local labour market information there is reduced access to this information. Some of the people interviewed are actually attempting to collect their own local information.

The others suggestions for resources that are needed include:

- More hands-on resources for secondary students and information for parents, was requested. Teachers want practical resources on how to use the resources with their students, but not another manual to read. Videos for classroom use and videos for teachers on specific topics are wanted. Resources to connect the curriculum to the labour market are needed for all teachers.

- Information presented at lower literacy levels, but aimed at adults, not youth and for people whose first language is not English is a frequently cited need. Also information in formats suitable for people with visual or cognitive impairments who cannot access print information, such as videos and multi

media. Some feel the resources are too dry for their clients, use too much jargon and need to be made more accessible.

- Labour market information is complex and clients need assistance in learning how to use it, whether print based or internet based. Resources are needed on how to use labour market information, not just resources with labour market information.

- Information on realistic job opportunities at entry level and vocational employment is needed for people with employment barriers. Also needed is information about the specific dynamics of each occupation, and the occupations that are "hot", and information about future employment trends.

- Information targeted for specific audiences, such as aboriginal people and women.

- Contact people who have used these resources with the same client groups, who can provide suggestions on how the resources can be used effectively.

The desire for training on how to effectively use the labour market information resources varies across groups. Those in the secondary school system have a high interest in training, as do MoEST field personnel and private trainers. Post-secondary counsellors, who already have a professional degree in counselling, are less interested in training. HRCC personnel think training is useful for others, but most do not feel they need training. Generally, training is wanted in how to make practical use of the resources that is specific to their client base. People are not interested in general information on the labour market. Training is also wanted on how to use the internet in general, and how to use internet resources. People generally want the training to be provided free, or low in cost, and delivered locally.

Both credit and not credit training is needed. Post graduate training for teachers should be offered in the summer. For teachers in training, credit courses are needed. For many career practitioners short half and full day workshops is all the time they will be able to provide. Many practitioners want training to provide them with time away from their regular responsibilities so they can learn. Training videos and interactive training via the internet were also requested.

People involved in delivery are aware of barriers to the effective use of labour market information. These barriers take many forms:

- Awareness of the relevance of labour market information for career planning is still an issue, but one that many believe is declining among career practitioners. Among the general public, however, it is likely that awareness of relevance is low. People want jobs, not labour market information.

- Jargon is another barrier to effective use. The term labour market information will not attract people who are looking for employment. Need to use terms that are relevant, such as employment information.

- Products are not appropriate to all intended audiences. There are lots of products now. Some specific needs have not been addressed, though, such as those of people with high employment barriers, aboriginal people, ESL, women and those with disabilities or low levels of literacy. Sector specific and local information and future trends are also missing.

- Ability to access existing resources is an issue, particularly having knowledge about what is available and where to obtain the resources. Internet access is limited and many people are not comfortable using computers. The lack of an infrastructure to get the information to the intended audiences is a challenge that needs to be addressed.

- There is an overwhelming amount of information. People don't know where to begin so they don't. There is a lot of information on the web, but there is a lack of information telling people what is at each site, and how it can be used.

- Training is needed in effective use of labour market information for career planning. Training for career practitioners in effective use is now viewed as the biggest barrier. This is where the next efforts are being focused. There is a great need to demystify the process of using labour market information for career planning.

- End-users (that is, people undertaking career exploration or change) need support in making use of labour market information in career planning. Increased access is needed to career practitioners for support, especially for people with the greatest employment barriers. Resources on how to use labour market information for career planning would also be helpful, especially for people with the ability to be self directed.

CONCLUSIONS:

There are a wide variety of resources available now, many of which are in use and considered relevant to the intended audiences. Additional labour market information resources are not needed at this time, although there are specific needs that current resources do not address. Rather than creating additional resources the most pressing need is for support to make sure the resources are used and used effectively. Better channels of communication are needed to increase people's knowledge about what resources are available and how to get them. Communication is discussed in the next chapter. In addition to communication, training is needed. A variety of different types of training are needed, for different audiences.

There are systemic issues outside the control of the LMI Strategic Initiative that also affect the likelihood that labour market information will be effectively used. Access to career practitioners with appropriate expertise to assist clients is one such issue.

Overall, the activities of the LMI Strategic Initiative are reasonably relevant to the intended audiences. Recent efforts to make resources accessible to the end user through changes in language and format, and current planning for training indicate that the Initiative is increasingly aware of the needs of the end user and is focusing its activities on these needs.

3.0 COMMUNICATION AND COORDINATION

A number of aspects of communication were examined, including communication about the activities of the Initiative to those involved and others with an stake in the collection of labour market information, or the production and dissemination of LMI resources. Effectiveness of communication to the end-users of the resources, to raise their awareness and to identify their needs, was also assessed. In addition, the effectiveness of establishing partnerships for the development, production and dissemination of labour market information was explored.

A. COMMUNICATION AMONG THOSE INVOLVED IN DELIVERY

ISSUE:

Is there an effective communication process to ensure those involved in the Initiative, and other producers of labour market information, are consulted to:

- ensure they are informed of the products being planned and produced, and expected time lines for completion;
- avoid duplication of efforts with others developing, producing and disseminating labour market information;
- establish effective partnerships for the development, production and dissemination of labour market information and
- provide leverage on LMI Strategic Initiative funds?

FINDINGS:

Before presenting the findings on communication, we need to examine the context in which communication occurs. The LMI Strategic Initiative involves two levels of government, with a number of provincial and federal government employees involved on committees or project working groups. There are eight committees coordinating the activities of the Initiative (the Joint Committee, the six sub-committees, and the committee of sub-committee chairs). The people involved are from HRDC, different

branches of MoEST, even different Ministries, as well as people working in the field. In addition, people outside government, such as representatives from career practitioners associations, are also participating, some through involvement in the Joint Committee or a sub-committee, or through project working groups.

The Initiative has been very active, with over 60 projects underway or completed by March of 1997. There are many projects underway at the same time. Usually projects have at least one project steering committee, and some involve a number of working groups, as well. Hence, there is a lot of information to communicate about, and a lot of people to whom this information could be communicated.

For most people participating in the Initiative, their involvement is "*off the corner of their desk*", in that Initiative work is in addition to their regular job. In effect, participants are volunteering their time to the Initiative. In most cases, the Initiative adds to their already full work load.

The primary communication vehicle among those involved has been personal communication through meetings, conference calls, and conversations with colleagues participating in the Initiative. Minutes of sub-committee meetings are recorded and distributed to members of the sub-committee. There is no systematic method for recording and sharing project information, though. For this evaluation, information on projects has been compiled from a large number of sources, including budget spread sheets, meeting minutes and personal communication.

The Initiative produces a newsletter describing its activities. Four issues have been released to date, but there is no regular timing of publication. The most recent issue was released in May 1997, but the issue previous to that was released in the Summer of 1996. There is also a newsletter put out by British Columbia WorkInfoNet, called Connections, which focuses on the activities of the WorkInfoNet, and related internet activities, some sponsored by the LMI Strategic Initiative and some outside the Initiative. Both newsletters are produced in print and internet formats.

In January 1997, a web page at the CEISS's home page was developed for information on the LMI Strategic Initiative. This page contains minutes of recent meetings of the Joint Committee and a number of the sub-committees. Other information on the Initiative, such as the Initiatives newsletters, project listings (compiled by the evaluator), and the evaluation framework are also provided.

The biggest single factor limiting the effectiveness of communication is time pressure. Lack of time is an issue both for those who have the information to be communicated, as well as for those who are the audiences for the information. A related factor, information overload, also limits the effectiveness of communication. Because people are delivering the Initiative "*off the side of their desk*" they have limited time to devote to it. The time generally goes to carrying out projects, and less to communication about the projects. On the receiving end of communication, people often admit being too busy to read all the information they receive, both because of the amount of

information they receive in print and through email, and because of the high demands on their time.

For those involved in the Initiative, satisfaction with communication varies greatly. For the most part, people are satisfied with communication about information on the specific projects in which they are participating. Regarding information about the Initiative overall, almost all people involved on the Joint Committee or as co-chairs of one of the sub-committees feel they are well informed about the activities of the Initiative. The views are mixed for those not involved in this way. About half the other respondents (that is, people who are not a sub-committee co-chair or on the Joint Committee) feel they are well informed while the other half feel they are not well informed. These differences may be a function of the way information is disseminated. Most people get information about what is happening in the Initiative, beyond the committees and projects they are involved in, through personal communication. They generally learn of other activities at meetings, or through conversations with colleagues involved in other aspects of the Initiative. Hence, their level of information will depend on the meetings they attend and the people they talk to.

Another reason for the different views on how well informed they are about the Initiative may be differences among people in how much information they want. A number of people commented during their interview that the four page project listing (see Appendix A) that was appended to the interview guide was the first time they had seen information on all the projects. In fact, the four page list was the first time this information had been available, so it was the first time anyone could have seen this information in one place.

In reality, there is too much information about the activities of the Initiative for most people to want. A number of respondents commented on the fact that they could get the information if they had the time, but they don't. The terms "open" and "transparent" were frequently used to describe the Initiative. This is especially true since the web site has made it possible for anyone, who knows where to look, to get information on the current activities of the Initiative. There is no communication strategy, however, and communication has not been explicitly identified as important. Given the time pressure most people delivering the Initiative are under, it is natural that communication would receive less attention, given it was not made a priority.

Although there is some concern that a limited amount of unnecessary duplication is occurring due to weak communication, there is general satisfaction that communication is effective in avoiding duplication and facilitating cooperation and partnerships. In fact, a lot of partnerships have occurred, supporting the view that communication has been effective in this area. A limited amount of overlap has occurred across projects that could have been avoided with better communication. Overall, though, there is ample evidence that the Initiative has worked to partner with others doing similar work outside the Initiative to ensure that unnecessary duplication and overlap is minimized.

The effectiveness of the partnerships and the ability to provide leverage on LMI Strategic Initiative funds is discussed below, in Section C, Partnerships.

Those involved in delivering the LMI Strategic Initiative have offered suggestions for how communication with them can be improved. The suggestions are summarized into the following points:

- Someone is needed to coordinate communication about activities, plans and proposals among sub-committees and to coordinate communication and distribution to the field. This person could facilitate dissemination to the field by developing mailing lists that could be used for a variety of resources.

- There should be people who are working in the field, in each MoEST and HRCC field office, who are designated as communication contacts in field. These people can be used for two way communication, both to get information out to the field and to identify what is happening locally to ensure that duplication is not occurring, especially for community-based projects.

- Better use should be made of electronic means of communication. WorkInfoNet could be used better as a means of communication, but they are not kept adequately informed so they cannot fill this role. Listservs can be used for communication among those involved in a projects. People involved in delivery should be informed about the Initiative page at the CEISS web site.

- The newsletter is good, but it should be produced on a regular basis. Because people are so busy and there is so much happening, shorter communication is also needed, such as a one-page information update sheet. This could give everyone very brief information about current activities and future plans, as well as contact information and timing. It could also indicate where further information could be obtained about each project for those who have a need or interest in knowing more.

- Opportunities are needed for people involved to meet and share information, such as forums and planning sessions. In addition to keeping people informed, these sessions can be effective in creating momentum and working toward the future.

Conclusions:

The LMI Strategic Initiative does not have an effective communication process to ensure that those involved in the Initiative, and other producers of labour market information, are kept informed. Despite the lack of a communication process, people involved have been kept reasonably informed, duplication of efforts have been generally avoided and numerous partnerships have been established.

B. Communication with Intended Audiences

Issue:

Is there a communication process with career practitioners and other users of labour market information to facilitate the effectiveness of the LMI Strategic Initiative by:

- raising awareness of activities and purpose of the LMI Strategic Initiative;
- enhancing understanding of the potential uses of labour market information;
- providing a mechanism for obtaining feedback on the needs and priorities from users of labour market information, including the types of information they need and the most appropriate methods of presenting the information so it can be effectively used;
- providing information on labour market information products available, their potential uses and how to obtain them?
- establish effective partnerships for the development, production and dissemination of labour market information and
- provide leverage on LMI Strategic Initiative funds?

Findings:

The potential audience for the resources being produced through the LMI Strategic Initiative is large and diverse. Depending on the resource, the audience can include:

- End-users, that is people undertaking career planning or entering the labour market, including:

- secondary and post-secondary students and their parents;
- adults already in the labour market or planning to enter or re-enter the labour market; and
- equity groups: people with disabilities, low literacy in English, or from different cultural backgrounds, such as aboriginal people, immigrants, visual minorities.

- Career development practitioners, comprising:
  - teachers in training; classroom teachers, school counsellors and district resource people in career planning, and coop and work-place training coordinators in school districts throughout the province;
  - counsellors, librarians, other information providers and coop coordinators in post-secondary education system;
  - librarians in public library system in British Columbia;
  - MoEST and HRDC field staff and contractors who provide career planning assistance to individuals adjusting to labour market changes or making career changes for other reasons, such as a disability (Training Consultants, Adjustment Consultants and Vocational Rehabilitation Consultants);
  - Employment Services Consultants at local HRCCs who provide assistance to employment insurance recipients; and
  - Career practitioners working in not-for-profit or for profit agencies, providing employment services to income assistance and employment insurance recipients, and for other clients doing career planning.

- And planners and other users of labour market information, such as:
  - local HRCC labour analysts who try to meet the labour market information needs in their community; and
  - program planners in government, community agencies and education systems, who are developing career development or employment adjustment programs.

Communication intended for end users has consisted of:

- Presentations by those involved in the Initiative at meetings and conferences for career practitioners.
- Print and internet versions of the "*Connections*" and Initiative newsletters.
- Postcards about individual resources, with a brief description and information on how to obtain, for Work Futures, the Career Connections website for the Pacific Rim Institute of Tourism, and the website for WorkInfoNet.
- "*What's Key in Labour Market Information in BC*", a brochure intended for career practitioners, with brief descriptions of a number of labour market information resources and information on how to obtain them. This was distributed in May 1997, while data collection for this evaluation was underway.
- Direct mailings of a number of the resources produced through the LMI Strategic Initiative.

In addition to the above, the LMI Strategic Initiative has relied upon those people working in the field, or associations representing these audiences, who are involved in the Initiative, to communicate back to the field. For individuals from the field this may not be a realistic expectation, as these people may lack time to communicate effectively and may not have the information to communicate. These people may also lack resources and an infrastructure to allow them to communicate at all. Representatives of career practitioners associations could be an effective communication vehicle to their members, provided that the representatives have information to communicate. Unless their role as a communicator is made explicit, though, these people may not feel it is appropriate for them to communicate on behalf of the Initiative.

Few career practitioners interviewed had heard of the LMI Strategic Initiative or received any information on it before being contacted for this evaluation. The most informed, as a group, are those in the secondary school system and those employed by local HRCCs, but even for these two groups, information is not provided consistently.

A number commented on the problems with the communication infrastructure through which they receive information:

- Post-secondary counselors usually do not have information sent directly to them. Instead it goes to a senior administration, usually at the main campus. Often only one copy is sent, so the likelihood of seeing the resource is low. The person who receives the information may not appreciate its relevance to the counsellors and hence will not pass it on to them.

- An indirect distribution system can be used for the school system as well, but a lot of information is directed to schools. It is not clear, though, how much of that information makes its way to the people for whom it is intended. If the administrator who receives the information does not understand it relevance, it may not be directed to the right person, or to anyone. If too few copies are provided, then only some will get the resource and others may not even know of its existence.

- MoEST personnel working in the field do not seem to be receiving communication or resources in any systematic fashion.

- The difficulty for private career practitioners is in finding what mailing lists to get on. If the resource is sent to their agency they will learn about it.

Practitioners do want information, but targeted information:

- Practitioners want information sent directly to them, rather than through the usual communication routes.

- Practitioners want access to information about what resources are available, how to obtain them and how to use them effectively with their client group. The information in the "*What's Key*" brochure is viewed as very helpful, but they would also like information on the date and source of the information in each resource, and who developed the resource so they can judge how current and credible the resource is. It may be useful to categorize resources based on intended audience, or how the information can be used.

- A number of people suggested the need for one centralized place to obtain all labour market information resources. A 1-800 number to call for advice about resources suitable for a specific purpose of audience was also suggested. Other suggestions include making the resources available locally so people can pick them up, making it possible to request resources via the internet, an internet directory on labour market information; and a search engine specifically for searching for labour market information.

- Brochures that can be given to clients about where to find labour market information resources would be useful for those clients who are able to do the research themselves. Again, make sure dates are included in the brochures.

- Develop a communication tree with regional contacts. Also provide names of practitioners who can provide advice about how to use specific resources with specific audiences.

- Make resources available at conferences and meetings of career practitioner associations, either for distribution, or at least for practitioners to examine and order.

- Publish a practitioner guide--a monthly newsletter with information on how to interpret labour market information and advice about new resources, and how these resources can be used with specific client groups. Should be short and concise and contain practical, not generic, information.

- Make use of association newsletters. Provide brief, practical articles for inclusion in the newsletter.

Those involved in delivery seem to be aware of some of the limitations identified above and generally believe that more effort must be expended on communication to the end users of the resources being developed. Based on what people have learned, they now recognize the need for a more coordinated effort at communication to the end-user, with a communication/marketing plan. As a consequence, a marketing plan for the Initiative is currently being developed. Such a communication plan should provide for the ability to coordinate dissemination for more than one resource, where appropriate. The plan needs to identify the different audiences and how each can be reached. People are overwhelmed with information and do not have time to absorb all of it, so the plan should target specific information for specific audiences.

People involved in the delivery of the LMI Strategic Initiative have offered a number of suggestions for improving communication to the intended audiences. These have been synthesized into the following points.

- More direct communication with people in the field is needed to identify their needs. This can be achieved in a variety of ways. An advisory group with diverse representation of career practitioners working in the field can provide input to the Initiative, by identifying needs, and providing guidance and feedback on how these needs can be best addressed.

- Recognize that some regular communication channels will be more effective than others. Learn which ones are the most effective and avoid the others. Channels, where information cannot pass directly from the Initiative to the intended audience will not be as effective as direct ones.

- Personal distribution of brochures is a more effective way to make sure the audience understands the relevance to them and their job; identify people who get out to the field to different audiences and make sure enough brochures are sent to them; provide a mechanism so brochures can be ordered and sent directly to the meeting place.

- A variety of different routes will be needed to access the same information; end users may not look for "labour market information"; need a route to the information that is relevant/meaningful to each audience.

- Recognize that a short term Initiative may give the impression the labour market information is not important; it has no sense of permanence.

- To reach career practitioners in the field, greater use should be made of existing communication infrastructures, such as association newsletters going out to audiences the Initiative is trying to reach. Provide each association with articles on new resources and how to use them, targeted for that specific audience. There are different infrastructures for each audience.

- Use annual meetings and conferences for career practitioners for an opportunity to distribute resources, and to hold information sessions on their use. Make sure sessions are relevant to the specific audience, not generic sessions on labour market information, and make sure that communication about the sessions uses language that will make the relevance clear to the specific audience being addressed.

- Seek endorsements for labour market information resources and their use from professionals and encourage them to advocate for their use.

- Hold regional information sessions for career practitioners; ensure communication clearly links the resource with how it can be used by career practitioners for their specific clients.

- Coordinate with officials developing Information Resources Packages (IRP) for the Career and Personal Planning program in the K to 12 system to ensure that relevant labour market information resources and web sites are approved for inclusion in the IRP. Make direct contact with district career coordinators in an attempt to designate them as the communication coordinator between the Initiative and classroom teachers. Need to have clear, highly relevant information for them to communicate to the teachers.

- Information needs to be directed to the general public, not just career practitioners. People will not always have access to practitioners and will need to be aware of the relevance of labour market information for career planning, and have knowledge about where to obtain the information and how to use it effectively. There are a variety of suggestions that have been offered about how to get information to the public:

    - place information kiosks for labour market information in public places, such as laundry mats and shopping malls;

    - use a variety of public and private media, including free videos in rental stores, posters on buses, ads and articles in community newspapers, and cable television;

    - provide one liners on labour market information, or information on where to get the information, such as website addresses, that can be printed in

public media (at the bottom of newspaper or bottom of the screen on cable television);

- use local events to give out resources, or demonstrations on their use, such as Chamber of Commerce meetings, summer fairs and other public events; could involve summer students; could also get industry involved to talk about employment opportunities, skills needed, etc. in their industry.

CONCLUSIONS:

There has been no formal process for communication with career practitioners and other users of labour market information, although there have been a number of communication activities directed at career practitioners. Hence awareness of the activities of the Initiative is low and understanding of the potential uses of labour market information is still an issue. No systematic mechanism exists for obtaining feedback on the needs and priorities of the intended audiences, although some individual projects are doing this. The Initiative has only recently began communicating information on the labour market information resources available and how to obtain them. Considerably more work is needed in communicating to the intended audiences. The Initiative has recognized this need, and is having a marketing plan developed to more effectively reach their audience.

C. PARTNERSHIPS

ISSUE:

Have effective linkages been developed with other relevant Components of the Canada/British Columbia Labour Market Strategic Initiatives Agreement to:

- understand the labour market information needs of the other Initiatives, such as Assessment, Counselling and Referral (ACR) Initiative, Community Skills Centres (CSCs) and the Quick Response Training and Adjustment Initiative;
- identify appropriate roles in disseminators of local labour market information;
- establish effective partnerships for the development, production and dissemination of labour market information; and
- provide leverage on LMI Strategic Initiative funds?

FINDINGS:

Working in partnership has been a key feature of the way the Initiative has operated. Most obvious is the partnership between the federal and provincial governments, with personnel from HRDC and MoEST working together to co-chair the Initiative, and to oversee the activities. For the most part, this has been a new way of working for the people involved. Others partners have included people from other Ministries, other Strategic Initiatives and government agencies. Another type of partner are career practitioner organizations.

Roles of partners have varied, from sitting on the Joint committee for enhanced LMI, or on one of the sub-committees, or project steering committees. Partners have had an advisory role, bringing their perspective to discussions about what is needed and what activities should be undertaken. Partners have also been directly involved in delivering activities of the Initiative by carrying-out specific projects with Initiative funding. In some cases, the partner has managed and directed the project, with a sub-contractor carrying out the work, while in other cases the partner has actually carried out the work directly.

The word partner can be used in many ways. For purposes here, partners are groups working together for a common goal. The people involved represent a group or organization, and the organization is involved in the decision making through the individuals representing the group in the Initiative. The involvement of representatives

of a number of the career practitioner organization usually fits this model of partnership.

In other cases, people have been involved as individuals, and do not represent their organization. The organization has no input or formal role in the decisions being made. The individual may bring the perspectives of the organization or stakeholder group into the discussions, but are not acting on behalf of their organization. Many of the government people involved in the Initiative are involved in this capacity. Their involvement is not recognized as part of their job function, and their branch or department is not an official partner in the Initiative. For this evaluation, the term partnership does not include this form of involvement.

Input from end-users is sometimes confused with partnerships, because sometimes partners are able to provide input from the end-user. But end-users are not partners unless they are involved in the delivery side. Focus groups, forum and surveys to identify the needs of users, and collect their feedback is an important process, but this form of participation does not constitute a partnership.

Partnerships were judged, by all respondents with involvement in partnerships, to significantly enhance projects and the Initiative. The most frequently cited reasons why partnerships have enhanced projects are (in order of frequency):

- increased understanding of the needs of various audiences;
- additional expertise, broader perspective and creativity brought to the project;
- in some cases, additional funding, or in-kind resources are provided;
- increased skills in working as partners;
- increased credibility of the end product to intended audience because of the credibility of the partners involved;
- reduce duplication of effort and competition for resources among potential partners;
- the ability to reach an audience that would not otherwise be reached without the partnership; and
- in many cases, the project would not have been feasible without the partnership, or would have been more limited in scope.

Despite this overwhelming endorsement of partnerships, barriers to effective partnerships have often been experienced. Working through these barriers has provided valuable lessons. In fact, one of the obvious achievements of the Initiative has been learning to work in partnerships with a variety of other groups. The most

common barriers encountered and the lessons learned from working to overcome these challenges are summarized here:

- Partnerships take time to build. The time is needed to open up communication, build trust and respect. Different organizations will have different cultures, different processes for making decisions, and different purposes for being involved. These differences need to be understood for the partnership to work effectively. The value to the project of each partner must be understood by all involved. Time is also needed to develop a common set of goals for the partnership and to ensure roles and responsibilities of everyone involved are clearly defined and appropriate. A high value needs to be placed on communication if partnerships are to work effectively.

- Territorial and ownership issues can interfere with the effectiveness of partnerships. Partners need to learn to share ownership of the project, rather than struggle for control. This is a skill that needs to be acquired, either through experience, or training. Diversity of opinion will broaden the perspectives brought to the projects, so it needs to be valued. The mechanism for resolving conflicts and making decisions needs to be clearly defined at the beginning.

- Appropriate partnerships should be actively sought, including business, industry and labour.

- When only one partner can bring funding to the project an imbalance can result, with the funding partner controlling the project. For most of the partnerships that have occurred in the LMI Strategic Initiative, the major funder has usually been the Initiative. In some cases, another Strategic Initiative, or another branch of government has provided some or all the funding. In a very few number of projects, industry partners have provided funding. A clear definition of partnership is perceived to be needed. This definition must deal with the role of the funder, as well as the role of partners that don't bring funds to the project.

- Non-profit organizations representing career practitioners do not have funds to bring to projects. In a number of instances, a non-profit group has received a contract to carry out a project. This creates a contractor relationship between the organization and the funder, rather than a true partnership. Yet the organization is a legitimate representative of a stakeholder group and has a valuable role to play as a partner. Some confusion has arisen around the distinction between contractor and partner as a result. The role of contractor versus partner is one that many feel needs to be clarified for the Initiative as a whole.

- The reality that career practitioners organizations are partners in the Initiative and are receiving contracts has also raised concerns regarding conflict of interest. The organizations have received the contract because of their

expertise or specific knowledge needed for the project. But the organization has also been represented on the committees where decisions are made regarding needs to be addressed and priorities in addressing the needs, again because of their specific expertise or knowledge. Often the organization that is in the best position to identify the need, is also the most appropriate choice to carry out the work to address the need. This reality has raised concerns among many involved in the delivery of the Initiative. Some are concerned that there is the potential for a conflict of interest. Others are concerned that some will perceive that this is a conflict a interest, although they do not themselves believe it is, since the actual funding decisions are made by the co-chairs of the Joint Committee, who represent the federal and provincial governments. The possibility that there may be a conflict, or at least the perception of a conflict, has raised tensions around the issue of providing contracts to organizations represented on the committees. Many respondents expressed the desire for guidelines on this issue.

- The monetary needs of non-profit organizations need to be recognized. These organizations do not have core funding and hence cannot participate as full partners without some support. Even participation at meetings, with the time involved and travel costs, can be an issue and has limited the ability of some organizations to participate. The monetary needs must be balanced with concerns around conflict of interest, in a way that does not inhibit the involvement of stakeholder groups.

CONCLUSIONS:

A diverse range of partnerships have occurred in the LMI Strategic Initiative. The Initiative itself is a partnership at the federal-provincial level, and has provided a model for how the Initiative carries out its activities. This partnership model has been a real strength of the Initiative and has made many activities possible that could not have occurred without the many partners involved. This partnership model is not without its challenges, but lessons learned in overcoming these challenges will provide a legacy that will continue after the Initiative and may provide one mechanism for sustaining the achievements of the Initiative.

For a lasting legacy to be fully realized, though, the concern over conflict of interest will need to be appropriately addressed. In reality a true conflict of interest does not exist because the actual funding decisions are made by the co-chairs, representing the federal and provincial governments. However, the funding decisions are likely influenced by the recommendations of the sub-committees, which put forward project proposals for funding approval. Organizations that participate on these sub-committees can influence the direction of the committee by lobbying for a specific course of action and then submit a proposal to carry out the work they have lobbied for. This means, of course, that the organization may lobby for a specific course of action out of self interest. This should not be a concern, however, if the organization's

interests are relevant to the objectives of the LMI Strategic Initiative and align with the needs of their members, who are the end-users to whom the Initiative activities are targeted. If this is the case, then meeting the interests of the organization should also meet the needs of end-users, and hence be appropriate for the Initiative. These partners are not-for-profit organizations which do not have core funding and would therefore not be able to carry out these activities without project funding.

4.0 MANAGEMENT AND DELIVERY

A broad range of issues pertaining to the management and delivery of the LMI Strategic Initiative were examined, such as:

- clarity of management direction and roles and responsibilities;
- adequacy of resources, including funding, expertise and time;
- barriers to effective management of the Initiative, or to achieving project timelines;
- appropriateness of information sharing and recording processes;
- the key elements and operational practices that make the LMI Strategic Initiative work well; and
- the reasons for problems where it hasn't worked well.

Findings and conclusions on these issues are presented in the following sections.

A. MANAGEMENT DIRECTION

ISSUE:

Does the overall management of the LMI Strategic Initiative provide clear direction? Does it ensure effective and efficient use of resources? Is it accountable and responsive to changing circumstances? If not, how can management be improved?

FINDINGS:

In general, people with enough involvement in the Initiative to comment on management generally feel that the Initiative has been well managed and that management has improved steadily. In particular, the majority believe that management has:

- provided clear direction;
- made decisions in a timely fashion;
- ensured effective and efficient use of resources; and
- responded promptly and appropriately to changing circumstances.

Although prompt decision-making is generally seen as positive, there are some concerns that decisions are sometimes made too quickly and that more time is needed for communication and planning to ensure the best use of resources. Overall, management of the LMI Strategic Initiative is seen as open, inclusive and very supportive.

The main suggestions to improve management is the need for better communication and the need for some type of secretariat to coordinate communication and administration. Such an infrastructure would be able to ensure that activities are appropriately recorded and communicated. This would free up time of those directing the Initiative so their expertise could be more appropriately used. This need has been partially addressed recently by hiring contractors to carry-out various aspects of this role, such as writing the newsletter and coordinating community contracts.

CONCLUSIONS:

The overall management of the LMI Strategic Initiative has provided clear direction, ensured effective and efficient use of resources and has been accountable and responsive to changing circumstances.

B. Clarity of Roles

Issue:

Are the roles and responsibilities clear and appropriate for the management committee of the Initiative, the joint committee, sub-committees, working groups and management of individual projects? If not, how should roles and responsibilities be clarified and/or modified?

Findings:

The structure of the Initiative has evolved over time. As the number of people involved grew and the number of projects being carried out grew with it, the structure changed to provide a more efficient way of managing and coordinating the activities. This change has been gradual, with the result that the structure has not always been clear to people, even those very closely involved. Roles of various people, including co-chairs of committees have not always been clear, nor the role of the various committees. Roles have become clearer with time, however. Overall, the majority of those involved feel that roles are clear and appropriate now. Sub-committee structure is seen as positive, as it allows for more focus and brings end users into the planning process. However, the role of the Joint Committee, now that the six sub-committees are overseeing the activities, is not clear, especially to those outside of government. The other common concern regarding roles has been the failure to designate responsibility for distribution of a resource at the outset of a project.

The creation of the Centre for Education Information Standards and Services and the move of personnel directly involved in the LMI Strategic Initiative to the Centre has created uncertainty and some concern. The role of the Centre in the Initiative is unclear to many, especially for stakeholders groups working on projects that are now being carried out by the Centre. The role of the Centre as a partner in the Initiative and as a contractor carrying out projects has also raised concerns about potential conflict of interest. There is also some concern that the Centre will have too much control of projects, without fully understanding the role of the partners involved, and will really be an agent of the government and will not be equivalent to an independent contractor.

The one suggestion offered by respondents is to explicitly define roles, including responsibility for distribution, and communicate these, in writing, so everyone has the same understanding.

Conclusions:

Roles and responsibilities have been, for the most part, clear and appropriate, but a more explicit statement of roles and responsibilities is needed. The role of the new Centre for Education Information Standards and Services and how it will work with partners, has not yet been clarified.

C. Efficiency of Delivery

Issue:

Is the delivery of activities efficient and timely? If not why?

- Are there sufficient resources (funding, expertise and staffing) to support the delivery of the LMI Strategic Initiative in a timely and effective manner?
- Are there barriers to achieving timelines, such as insufficient resources (funding, expertise or staffing) to meet timelines; structural problems e.g., Ministry reorganization and staffing cutbacks, devolution of responsibility from federal government to province, etc.?
- Can resources be used more efficiently (using fewer resources or taking less time) without altering the quality of the outputs?

Findings:

The main factor affecting the ability to deliver in an efficient and timely manner is time limitations. Since the Initiative is largely delivered "*off the corner*" of a great many desks, it does not always get the time it needs. In most cases, projects have stayed reasonably on time because people have put in the extra time needed to keep projects moving. Less of an issue has been government reorganization. Both the federal and provincial governments have undergone a considerable amount of change since the LMI Strategic Initiative began. These changes have taken people's time away from the Initiative, but overall it has had remarkably little impact on the activities. In some cases, government reorganization has facilitated the development of partnerships which have been an asset to the Initiative. One respondent pointed out that it is easier to be innovative in a climate of change. Hence the climate of change in government has facilitated the Initiative. The reorganization has even given some people additional time to give to the Initiative by recognizing their role in the Initiative as part of their job function. The Initiative's mandate and budget, has to a large extent, insulated it from many of the potential impacts of the changes that have taken place.

Since much of the work of the Initiative is contracted out, the ability to identify potential contractors with appropriate expertise has been an issue in some cases. Because of this, the same contractors have been relied on for a number of projects. The ability to effectively manage these contracts has been raised as an issue by some, especially for some of the earlier projects. Contract management takes time, which is in limited supply. It also takes skill. People who have managed contractors for the Initiative did not necessarily have experience in this before. Some have mentioned that training in contract management would be appropriate. Issues that have arisen in contract management include the need to clearly define what is needed at the beginning and provide the contractor with clear terms of reference and the need for a process to monitor the contractor while the project is underway. This takes time as well as skill, both of which may not be available.

Another resource issue is the need to determine at the outset, what the end result will be and, where appropriate, how production and dissemination will be handled. Time and resources can be used more efficiently, if the people involved in production are consulted early so the end product of the development stage is appropriate for the production stage.

Insufficient time allowed for planning and budgeting at the committee level, not the project level, has been another concern. The Initiative received additional resources late in the last fiscal year, which had to be allocated before year-end. This resulted in a rush of proposals and concerns that the approval process was not able to ensure the best use of resources. In particular, there was some concern of the possibility of unnecessary duplication across projects, although no specific examples could not be identified.

Some respondents have also raised concerns that resources could be used more efficiently if staff could be hired, rather than consultants, to carry out projects. This is particularly relevant for long-term projects where someone is needed to administer the project and provide leadership. In the view of some, high priced experts are doing clerical work as well as providing the technical expertise they were contracted for.

Conclusions:

For the most part, the delivery of activities of the Initiative has been efficient and timely. The only limited resource has been the time of people involved. With experience that has been gained so far, resources can be used for efficiently, but this is a normal learning process and not a short-coming of the Initiative. In fact, the Initiative is intended to be innovative and to provide lessons on what works and what doesn't. Lessons learned should include the best way to use the available resources.

D. Information Management

Issue:

Are there systems in place to ensure that records and reports on expenditures, activities, projects funded, outputs and participants, contain reliable and appropriate information to:

- enable management to make appropriate decisions?
- provide necessary information for evaluating the Initiative?

Findings:

With very few exceptions, people involved in the delivery of individual projects feel that information about that project is readily available to them so they can fill their role effectively. There is no system is place for recording and sharing project information though, which means people not directly involved have difficulty getting the information. Much of the information is shared at committee meetings and is often recorded in a very brief fashion in the minutes of the meeting. Because of the potential for overlap and duplication, people delivering projects should have easy access to information on the other projects. People do not want to be overwhelmed with information, though. Many commented that the four-page project listing developed for this evaluation (see Appendix A) would be the level of information they would like to stay informed about other projects, provided that they know where to go to get more detailed information, if desired.

The lack of an infrastructure or process for recording and sharing project information was readily apparent when doing the planning research for this evaluation. A great deal of time and effort was needed to collect the information on the projects that is provided in Appendix B.

There is also no process for sharing information on proposals being considered, both with people on other committees, or with people in the field who may be able to provide input on appropriateness and possibility of duplication elsewhere (such as outside the Initiative).

Conclusions:

Formal systems are not in place to ensure that records and reports on expenditures, activities, projects funded, outputs and participants, contain reliable and appropriate information.

E. Key Elements and Operational Practices

Issue:

What are the key elements and operational practices that make the LMI Strategic Initiative work well? What are the reasons for problems where it hasn't worked well?

Conclusions

As a three-year Initiative that was intended to be innovative, the LMI Strategic Initiative has been well managed. It has been able to carry out a great deal of activity in a short period of time.

There are four key elements that have made the LMI Strategic Initiative work well:

- Its open and inclusive structure has ensured input from a broad range of stakeholders and thus provided for greater understanding of the needs of end users.
- The initiative's flexible, non-bureaucratic management style has empowered the people involved to be innovative, while at the same being responsive to identified needs and the practical constraints to addressing these needs.
- The Initiative's flexibility and responsiveness has been possible, in part, because the Initiative has been independent of normal government structures. As a consequence, it has not been hampered by the almost constant government reorganizations that have taken place over the course of the Initiative. It has had its own independent budget, which has made planning possible, and largely insulated the Initiative from the impact of budget cutbacks experienced throughout government during this period.
- The commitment of the people involved, who have, for the most part, participated because of their belief in the value of the Initiative, not because it was a specific requirement of their job, has been a key reason for the substantial level of activity that the Initiative has been able to sustain.

The failure to recognize the importance of formal communication processes earlier, to both internal and external audiences, including the recording and sharing of project

information from proposal to completion, has been the primary limitation of the Initiative. Now with the great wealth of information that there is to communicate, the need is even greater. This has been recognized by those delivering the Initiative, and steps are now being taken to address this need.

A related limitation has been the lack of a support infrastructure to coordinate the activities and facilitate communication among those involved, as well as with the intended audiences for these activities.

5.0 SUSTAINABILITY

There are two aspects of sustainability that were examined in the evaluation. One aspect bears on the need to provide lessons about what has worked and what has not worked, that can provide a legacy to others collecting and disseminating labour market information after the Initiative ends. The other aspect of sustainability pertains to the need for a process to determine what needs to be done in this area following the Initiative.

ISSUE:

Are there appropriate processes in place for planning for the long-term sustainability of the achievements of the Initiative, where warranted, both for the Initiative as a whole and for individual projects. Specifically, are there processes for:

- evaluating the effectiveness of individual projects to provide information on what works and what doesn't, with respect to collecting labour market information, improving products and enhancing access and integration into career planning, that may be useful for extension to further programming;
- determining whether the need addressed by the project is ongoing and whether continued work to address this need will be required after the Initiative ends;
- providing easy access to information on the lessons learned from individual projects about the effectiveness of methods of collecting, producing and disseminating labour market information to others involved in the collection, production and dissemination of labour market information resources;
- determining how labour market information can be kept current, including information in emerging areas, and products updated with this new information, once the Initiative ends to address ongoing needs;
- determining whether the distribution system is sustainable once the Initiative ends;
- considering the broader context of the provincial and federal governments, and community agencies in planning for long-term sustainability; and
- determining how these activities can be funded, with government or non-government funding, as appropriate?

FINDINGS:

There are two forms of legacy emerging that can be expected to remain after the end of the LMI Strategic Initiative:

- The first legacy is the method of working in partnership. The working relationships established through partners working together to deliver the Initiative can also be used to sustain the work of the Initiative after it ends. These partnerships include the federal and provincial partnership, which provided the mandate for the Initiative. Also included are the various other forms of partnerships that have occurred for specific projects, including those with other Strategic Initiatives and various branches of the Ministry, as well as other operating agencies and not-for-profit associations of career practitioners.

- The second legacy is the lessons that may be learned from the projects carried out by the Initiative, of what works and what doesn't in terms of improving products and enhancing access and integration into career planning that may be useful for extension to further programming. As indicated in Chapter 2.0, however, this legacy will not be realized unless an effort is made to systematically collect this information and make it available to those with an interest in collecting and/or disseminating labour market information. Those involved in delivering the Initiative have not been aware of the requirement to collect this information. When asked how this information is being collected, many acknowledge that it hasn't been, but that it needs to be. Others feel that this information will come from the evaluation.

The other aspect of sustainability examined in the evaluation pertains to the need for a process to determine what needs to be done in this area following the Initiative. Such a process is currently underway. Some of the larger projects, such as BC WorkInfoNet, are developing plans for ongoing sustainability. The Initiative as a whole will begin strategic planning for the sustainability of the achievements of the Initiative as soon as this evaluation is completed. The assumption of many involved is that if the work of the Initiative is meeting a need, the federal and provincial government will continue to support it.

CONCLUSIONS

No explicit policy currently exists for reporting out on projects to ensure that lessons that have been learned by those carrying out the project are recorded for the benefit of others. A process is currently being developed for community-based projects. One is needed for the other components of the Initiative. The recognition of the need for such a process is only now beginning.

The process for determining what needs to be done after the Initiative ends is underway. As the Initiative was intended to test different ways of collecting and disseminating labour market information, it was only intended to fund projects on a trial basis only. If a project proves to be a success, it cannot expect ongoing funding through the Initiative. Alternative funding and delivery mechanisms will need to be determined.

Projects have varied from one time projects, which were intended for a very specific reason and will not need to be sustained. Other projects are pilot tests of research studies, such as the private training outcomes project. The purpose of the pilot test is to determine whether the methodology is feasible, and whether it is appropriate to continue with such research on an ongoing basis. If the pilot research suggests that there is value in continuing the research after the Initiative, those overseeing the project will need to determine an appropriate mechanism for ongoing delivery, as well as potential sources of funding.

Many of the projects have lead to a tangible resource for use by career practitioners, and their clients, in the career planning process. The usefulness of these products needs to be field tested with the intended audiences. With this information it will be possible to identify those resources which should be maintained after the Initiative ends. Maintenance will mean, at the very least, keeping the resource available by providing some mechanism for continued printing and distribution. For other resources, maintenance will also mean producing updated editions as the information in the resources becomes outdated. How often an update is needed will vary with the resource, as different information will have a different shelf life.

A big focus of the Initiative as been the use of the internet to distribute labour market information. A variety of resources have now been placed on the internet; the labour market information in these resources will need to be kept up to date. It will be easier to accomplish this than to keep the print versions up-to-date. The LMI Strategic Initiative has also created a web site, BC WorkInfoNet, to provide a "one-start, on-line shop" for career planning purposes. This site is under constant development as more and more relevant information comes on-line. The site will need ongoing maintenance, as well as occasional re-development, after its initial development is completed. The data bases it links to will also need to be kept up to date if the site is to remain useful. There are other internet sites also being developed with the aid of funds from the LMI Strategic Initiative. The same issues of maintenance, development and updating also apply to these.

The achievements of the Initiative, and its long term impact on labour market supply and demand and the process of social security reform, will be limited if ongoing work

does not continue, at least to keep the resources that are useful current, and available.

6.0 SUMMARY OF FINDINGS AND CONCLUSIONS

The main findings, together with their implications and conclusions, are summarized in this chapter. Recommendations are provided under separate cover.

A. RELEVANCE OF ACTIVITIES

Relevance of the activities of the LMI Initiative was examined with regard to the purposes of the Strategic Initiatives Program and also with regard to the needs of the intended audiences.

RELEVANCE TO THE PURPOSE OF THE INITIATIVE

The following purposes of the LMI Strategic Initiative are all well reflected in its activities:

- studying emerging requirements for labour market information at the community level;
- identifying specific products and services needed;
- producing and distributing these products and services as required;
- establishing standards for the development and dissemination of those products and services; and
- testing the relative effectiveness of alternative delivery technologies and community-level delivery mechanisms.

The activities of the LMI Strategic Initiative are consistent with the criteria for the Strategic Initiatives Program in that the Initiative is innovative and has the potential to provide lessons learned on what works and what doesn't in terms of improving

products and enhancing access to labour market information that may be useful for further programming. If the Initiative is successful in increasing access, to and effective use of, labour market information it will also have indirectly provided input into the process of social security reform, a third criteria of the Strategic Initiatives Program.

Relevance to End Users

By the end of the LMI Strategic Initiative in March 1998, a wide variety of labour market information resources will have been created. A number of these are in use now and considered relevant to the intended audiences. Career practitioners have identified specific needs that current resources do not address, but many of these needs are being addressed by projects currently underway. The most frequently raised concerns are the need for local labour market information and resources suitable for people seeking entry level occupations, especially those with severe employment barriers.

Labour market information resources are not consistently reaching their intended audiences, and career practitioners often do not know where to obtain them. The labour market information resources that practitioners do have are not consistently being used because practitioners do not necessarily know how to use them. Some practitioners feel they do not have time to learn, while others, especially those with little or no background in labour market information, are feeling overwhelmed and don't know where to begin.

The findings indicate that information and support is needed to raise understanding about the relevance of labour market information to the career planning process, and to explain how labour market information can be used in making career planning decisions. A variety of different types of training are needed, for different audiences. Among career practitioners, there is a high degree of interest in training on practical uses of the labour market information resources for application with specific clients groups.

There are systemic issues outside the control of the LMI Strategic Initiative that also affect the likelihood that labour market information will be effectively used. Access to career practitioners with appropriate expertise to assist clients is one such issue. Poor communication infrastructures pose a challenge in reaching the intended audiences.

Overall, the activities of the LMI Strategic Initiative are reasonably relevant to the intended audiences. Recent efforts to make resources accessible to the end user through changes in language and format, and current planning for training indicate that the Initiative is increasingly aware of the needs of the end user and is focusing its activities on these needs.

B. Communication and Coordination

A number of aspects of communication were studied, including effectiveness of communication with those involved in the Initiative and with others with a stake in the collection of labour market information, as well as with the end-users of the resources. In addition, the effectiveness of establishing partnerships for the development, production and dissemination of labour market information was examined.

Internal Communication

The LMI Strategic Initiative does not have an effective communication process to ensure that those involved in the Initiative, and other producers of labour market information, are kept informed. Despite the lack of a communication process, people involved have been kept reasonably informed, duplication of efforts have been generally avoided and numerous partnerships have been established.

External Communication

Although there have been a number of communication activities directed at career practitioners, there has been no formal process for communication with career practitioners or other users of labour market information. As a consequence, awareness of the activities of the Initiative is low and understanding of the potential uses of labour market information is still an issue. No systematic mechanism exists for obtaining feedback on the needs and priorities of the intended audiences, although some individual projects are doing this. The Initiative has only recently began communicating information on the labour market information resources available and how to obtain them. Considerably more work is needed in communicating to the intended audiences. The Initiative has recognized this need, and is currently developing a marketing plan in an attempt to more effectively reach their audience.

Partnerships

A diverse range of partnerships have been formed in the course of the LMI Strategic Initiative. The Initiative itself is a partnership at the federal-provincial level, and has provided a model for how the Initiative carries out its activities. This partnership model has been a real strength of the Initiative and has made many activities possible that

could not have occurred without the many partners involved. Partnerships have enhanced projects by bringing:

- increased understanding of the needs of various audiences;
- additional expertise, broader perspective and creativity;
- credibility to the end product to intended audience due to the credibility of the partners involved; and
- the ability to reach an audience that would not otherwise be reached without the partnership.

Partnerships have also provided opportunities to reduce duplication of effort and competition for resources among potential partners. In some cases, additional funding, or in-kind resources were also provided through the partnership.

This partnership model is not without its challenges. One challenge to effective partnerships stems from the fact that some partners, such as career practitioner organizations, lack funds to contribute to projects. These organizations have been involved in the Initiative by participating on committees as representatives of stakeholders groups to identify needs and set priorities. Because of their qualifications, they have also carried out specific projects that have been intended to meet the needs of their members, as they pertain to labour market information. As not-for-profit organizations, they do not have core funding, so to undertake these projects the organizations have received funds through the Initiative. This double role as partner and contractor has created tension around the concern that the dual role may be a conflict of interest. In reality, a true conflict of interest does not exist because the actual funding decisions are made by the co-chairs, representing the federal and provincial governments.

C. Management and Delivery

As a three-year Initiative that was intended to be innovative, the LMI Strategic Initiative has been well managed. It has been able to carry out a great deal of activity in a short period of time. The overall management of the Initiative has provided clear direction, ensured effective and efficient use of resources and has been accountable and responsive to changing circumstances. Roles and responsibilities have been, for the most part, clear and appropriate, although many participants would prefer that roles and responsibilities were explicitly defined. The role of the new Centre for Education Information Standards and Services and how it will work with partners, is unclear. This lack of clarity is a concern for some of the participants involved in projects delivered through the Centre.

For the most part, the delivery of activities of the Initiative has been efficient and timely. The only limited resource has been the time of people involved. Lack of experience in contract management, and limited time to carry out this role effectively, has been a concern expressed by some of those involved in delivery. However, the high level of commitment of the people involved in the Initiative has ensured that activities are carried out in a timely manner despite time pressures. The Initiative is intended to be innovative and to provide lessons on what works and what doesn't. One of the lessons being learned is how to carry out specific activities more effectively and efficiently in the future.

Formal systems are not in place for recording information on expenditures, activities, projects funded, outputs and participants. Improvements in recording and sharing this information have been made over the course of the Initiative, but given the large number of activities, a systematic method of keeping track of this information is needed.

There are four key elements that have made the LMI Strategic Initiative work well:

- Its open and inclusive structure has ensured input from a broad range of stakeholders and thus provided for greater understanding of the needs of end users.

- The Initiative's flexible, non-bureaucratic management style has empowered the people involved to be innovative, while at the same being responsive to identified needs and the practical constraints to addressing these needs.

- The Initiative's flexibility and responsiveness has been possible, in part, because the Initiative has been independent of normal government structures. As a consequence, it has not been hampered by the almost constant government reorganizations that have taken place over the course of the Initiative. It has had its own independent budget, which has made planning

possible, and largely insulated the Initiative from the impact of budget cutbacks experienced throughout government during this period.

- The commitment of the people involved, who have, for the most part, participated because of their belief in the value of the Initiative, not because it was a specific requirement of their job, has been a key reason for the substantial level of activity that the Initiative has been able to sustain.

The failure to recognize the importance of formal communication processes earlier, to both internal and external audiences, including the recording and sharing of project information from proposal to completion, has been the primary limitation of the Initiative. Now with the great wealth of information that there is to communicate, the need is even greater. This has been recognized by those delivering the Initiative, and steps are now being taken to address this need.

A related limitation has been the lack of a support infrastructure to coordinate the activities and facilitate communication among those involved, as well as with the intended audiences for these activities.

D. SUSTAINABILITY

There are two aspects of sustainability that were examined in the evaluation. One aspect bears on the need to provide lessons about what has worked and what has not worked, that can provide a legacy to others collecting and disseminating labour market information after the Initiative ends. The other aspect of sustainability pertains to the need for a process to determine what needs to be done in this area following the Initiative.

No explicit policy currently exists for reporting out on projects to ensure that the lessons that have been learned by those carrying out projects are recorded for the benefit of others. A process is currently being developed for community-based projects. One is needed for the other components of the Initiative. The recognition of the need for such a process is only now beginning.

As the Initiative was intended to test different ways of collecting and disseminating labour market information, it was only intended to fund projects on a trial basis only. If a project proves to be a success, it cannot expect ongoing funding through the Initiative. Alternative funding and delivery mechanisms will need to be determined. The process for determining what needs to be done after the Initiative ends is underway now.

Labour market information is dynamic information which becomes outdated quickly. Hence, many of the specific resources produced by the Initiative will have a limited shelf life. If they are useful, and many appear to be, they will not remain useful indefinitely. The achievements of the Initiative, and its potential impact on the process of social security reform through its long term effect on labour market supply and demand, will be limited if ongoing work does not continue, at least to keep the resources that are useful up-to-date, and available.

E. Overall Conclusions

In just over two years the LMI Strategic Initiative has grown to involve a very broad spectrum of stakeholders with an interest in labour market information, including the federal and provincial government, other Strategic Initiatives, branches of the Ministry of Education, Skills and Training, as well as other provincial Ministries and operating agencies and not-for-profit associations of career practitioners. In the first two years over 60 projects, some small, some very large, have been completed or are underway now. This amount of work has been achieved through the commitment of the people involved who have been able to work in a flexible atmosphere that has encouraged innovation and been results oriented.

The sheer amount of activity is impressive in itself and will leave a substantial legacy of labour market information resources. There are other legacies, in addition to the labour market information resources being produced, that will be left at the end of the Initiative. One legacy is the method of working in partnership. The working relationships developed through the partnerships that have been formed to carry out the work of the Initiative can also be an asset in sustaining the work of the Initiative after it ends.

Another legacy will be the lessons learned from the projects carried out under the Initiative, of what works and what doesn't in terms of improving products and enhancing access and integration into career planning, that may be useful for extension to further programming.

There is another possible legacy, that is the achievement of the LMI Strategic Initiative's objective of increasing the use of labour market information in career planning. It is too early to know whether this objective will be realized by the end of the Initiative, but there is more work to do if it is to achieve this end. Specifically, as is recognized by those managing the Initiative, more effort must now be focused on getting information to end users and career practitioners to:

- raise their awareness of the relevance of labour market information to career planning;

- increase their access to labour market information resources; and
- increase their understanding of how to effectively use the resources in the career planning process.

The current shift in focus of the Initiative's activities to communication and training is appropriate to meet these ends, and to ultimately achieve the objectives of the LMI Strategic Initiative.

APPENDIX A:

LMI STRATEGIC INITIATIVES

LIST OF PROJECTS

Labour Market Information (LMI) Strategic Initiative

The Labour Market Information (LMI) Strategic Initiative is a joint federal/provincial three-year Initiative (1995/96 to 1997/98). The Initiative is intended "to answer the need for the development, production and distribution of high quality job and career related labour market information and, particularly, its integration into career counselling in secondary and post-secondary educational settings, in order to support the school-to-work transition." Below are projects carried out in the Initiative's 6 activity areas.

New and Enhanced Information Products Projects:

1. **Labour market information resources for career practitioners - a BC guide:** Annotated bibliography of available LMI resources for career practitioners.
2. **Analyst's and planner's guide to LMI resources in BC:** Annotated bibliography of available LMI resources for analysts and planners, including statistics, data bases, reports and key information sources.
3. **Career resources for practitioners - an annotated bibliography:** Career resources (not LMI resources) publication.
4. **Making Career Sense of LMI:** Resources for training courses in the use of LMI for career practitioners. both a text and a facilitator's guide.
5. **Guide to the BC economy and labour market:** Report provides an overview of the BC economy in the context of its relevance to the provincial labour market.
6. **Work futures - BC (formally job futures):** Detailed occupational profiles and outlooks for all occupations in the National Occupation Classification system.
7. **Job destinations report:** Report reviews the labour market outcomes after training at public institutions in BC.
8. **Education matrix:** Matrix of post-secondary programs in all public colleges, institutes and universities in BC.
9. ***Work Futures* Facilitators' Guide and Resources:** Facilitators' guide and learning resources for *Work Futures* and *Guide to BC Economy.*
10. ***Work Futures* for youth & low literacy:** Version of *Work Futures* for youth in grades 11 and 12 and those on income assistance.
11. **Research into ongoing maintenance of *Work Futures:*** Research on how other jurisdictions update their LMI products that are similar to *Work Futures.*
12. **LMI New Products Brochure:** Brochure with descriptions of core BC LMI resources and how to obtain them, including internet addresses, were applicable.
13. **LMI New Products Poster:** Poster containing expanded version of product information provided in above brochure.
14. **BC School District Career Programs:** Descriptions of selected career programs offered in secondary schools in British Columbia, including a list of career program mentors.
15. **Inventory of BC Association:** Inventory of associations providing career and labour market information related to occupations in a variety of NOC skill categories.
16. **LMI Marketing Plan:** LMI resources marketing research and plan.
17. **Joint Committee Newsletter:** Two new issues of the newsletter of the Joint Committee for Enhanced LMI.

1. **Community consultations:** Series of six community forums to identify LMI needs of intended users.
2. **Community projects:** Criteria and guidelines for evaluating community/sector proposals to determine whether they are appropriate for Initiative funding.
3. **Comox Valley Database Society:** Two community demonstration projects, one for a data base of local employers who will provide coop employment for students; the other for a web site and data base of local labour market information.
4. **Pacific Rim Institute of Tourism (PRIT):** Analysis of employers' needs regarding an on-line labour exchange in the tourism sector.
5. **Feasibility of 1-800 Career Hotline:** Study to explore the feasibility of a 1-800 service to provide career information.
6. **South Vancouver Island Training Database:** A computerized data bank of learning opportunities in the South Vancouver Island region.
7. **LMI Education Information Program:** An LMI Education Information Program at the Entrepreneurial Adventure Centre in the Sooke School District.
8. **Central Island Employment Net Expansion:** Expansion of the Central Island Employment Net (CEIN) network to redesign existing pages and add others, including a bulletin board for job postings.
9. **Role Models Brochures:** Brochures on Women in Non-traditional careers: 10 to 15 brochures on occupational areas in the trades and technologies to encourage women to consider a wider range of career options.
10. ***"Women, Science and Jobs"* CD-ROM:** A CD-ROM of career path information for women seeking career opportunities in engineering, science and technology.
11. **LMI for Film and Music Industries:** Collection of LMI specific to the music, television, film, multimedia, interactive media and new media industries.
12. **Revelstoke Local LMI Database:** Collection and development of a database for local LMI, provision of workshops and user friendly methods of displaying LMI.
13. **New Westminster Local LMI Database & Website:** Study to enhance the capability to deliver "one-start access" to relevant LMI in New Westminster.
14. **North Coast Portable LMI exhibit:** Development of an interactive, accessible and attractive LMI portable exhibit for use in the North Coast community.
15. **LMI on Cable TV in Queen Charlotte Islands:** A scroll channel of LMI in the Queen Charlotte Islands, with LMI, job postings and training.
16. **Morice Local LMI Database & Website:** Creation of a web site for local LMI, collection of local LMI and exploration of alternative methods of dissemination.
17. **North Island Local LMI:** Study to explore creative ways to deliver relevant LMI to all areas in this large community.
18. **Using Vancouver East Community Agencies to deliver LMI:** Study to test the value of providing LMI resource rooms in local community centres and training facilities.

Implementation of New Technologies Projects

1. **LMI on the Internet:** A framework and method to offer labour market information through the Internet.
2. **LMI Forum:** Forum to establish partnerships and begin planning a provincial approach to the development, distribution and maintenance of on-line career and labour market information in BC.
3. **On-Line publications:** Production of publications for on-line distribution.
4. **BC Work Info Net (BC WIN):** Development and maintenance of a BC web site for labour market information.
5. **Career Paths...On-Line:** On-line distribution of the youth publication "Career Paths".
6. **Pacific Rim Institute of Tourism (PRIT):** Development of a tourism human resources web page, research on an electronic labour exchange and links to the national HRDC electronic labour exchange, and pilot test an on-line job bank for members of PRIT.
7. **Motiv8...On-Line:** On-line distribution of the *"Motiv8"*, a newspaper that provides labour market and career development news and information for BC youth.
8. **Explore Data Base On-Line:** Expansion of the Explore Data Base of information on post-secondary education programs for use via the Internet.
9. **Use of LMI for post-secondary program planning and decision making:** A framework for the use of LMI for post-secondary planning and decision making.

Quality Standards and Training Projects

1. **LMI Resource "Mobilization" project (Phase I):** Preliminary research to identify key organizations and governments who might be interested in using Career LMI products.
2. **LMI Resource "Mobilization" project (Phase II):** Research exploring the long term training needs within the context of career development.
3. **Virtual LMI Tool Kit:** Tool kit of core LMI resources for career practitioners in secondary schools on the Internet and CD-ROM, with a guide to their use, sample lesson plans for *Making Career Sense of LMI*, and inservice training.
4. **Inventory of training for career practitioners:** Inventory of current training for career practitioners in BC and Alberta and through distance education.
5. **Practitioner Training Needs Analysis:** Research to assess the needs of career practitioners with respect to training in the use of LMI.
6. **Guidelines and Standards for Career Development Practice:** BC consultation process as part of the National consultation process on standards for career development practice, being led by the Canadian Career Development Foundation.
7. **Standard and Guidelines for LMI development and delivery:** In conjunction with the Canadian Labour Force Development Board, consultation in BC to establish national standards and guidelines for the development and delivery of LMI resources.

Research and Data Development Projects:

1. **Regional forecasting model:** A model to forecast employment prospects in BC by industry and census division.
2. **Significant economic events database:** Software to maintain a common data base of Federal and Provincial government information on major economic events in BC.
3. **Behavioural characteristics:** Descriptions of behavioural characteristics associated with employability skills.
4. **Analysis of BC Workplace Training Survey Data:** BC results of a national survey of employers and employees on training activities, decisions and impacts.
5. **Employer satisfaction survey:** Survey of BC employers for their views on graduates of the BC education system, including their capabilities and skills in relation to needs of the workplace.
6. **Adult basic education (ABE) and English-as-a-second language (ESL) student outcomes research:** Longitudinal studies of ABE and ESL students on benefits received from training and type of employment obtained.
7. **Colleges/institutes student outcomes research:** Survey of graduates and near graduates of BC colleges and institutes for their views on educational experiences and education and employment outcomes, and series of reports of results.
8. **Private training outcomes survey:** Survey of former students of private sector training institutions for information on employment and education outcomes, satisfaction with training and reasons for not completing.
9. **Link file research initiative:** Research on student flows, transitions and performance within the BC secondary and post-secondary education system.
10. **Sufficiency of Work:** Research on the jobs shortage issue, which will review arguments and evidence relevant to the BC context, and will develop conclusions, identify possible policy solutions and data sources needed to inform policy.
11. **Worker Mobility Research:** Research to use the new Survey of Labour and Income Dynamics (SLID) and related data to explore inter occupational and geographical mobility issues.
12. **Intermediate Skills Research:** Research on the link between education/training programs and intermediate skill occupations in the trades and tourism sectors.

Joint ACR/LMI Projects

1. **Portable LMI Kits:** Travel kits containing labour market information resources, in a suitcase with wheels.
2. **"What Works" for Youth:** Production of a newsletter for youth looking for work. A separate issue is produced for each region, with information of local relevance.
3. **Knowledge Network Offerings:** ***Learning a Living***: Production of 10 episodes dealing with labour market issues, for viewing on the Knowledge Network.

APPENDIX B:

LMI STRATEGIC INITIATIVE:

PROJECT DETAILS

Table 1: Research and Data Development Projects

Table 2: New and Enhanced Information Products Projects

Table 3: Community Based Information Partnership Projects

Table 4: Implementation of New Technologies Projects

Table 5: Quality Standards and Training Projects

Table 6: Joint ACR/LMI Projects

Table 1
Research and Data Development Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Regional Forecasting Jim Howie & Derek Brackley	Develop a model to forecast employment prospects in BC by industry and census division. Forecasts from this model are intended to be used to complement the current Canadian Occupations Projection Systems (COPS) for BC.	$19,476	Draft model complete and verified as of 9/20/96. Model will be modified to capture all 3 dimensions of COPS. Completion by March 1997. BC STATS will use the model and produce statistics for sub-provincial areas, at least Vancouver vs. rest of BC. Published in articles on BC WIN website. Audience: Government planners of employment programs, eg FRBC, Small Business.
Significant Economic Events Database Derek Brackley	Develop software to allow a common data base to be developed and maintained by the Federal and Provincial Governments. Data base will contain information on major economic projects throughout BC.	$63,000	Will be completed by March 1997. Dissemination: Print or electronic report on significant economic events in BC. Audience: Researchers of LMI data.
Behavioural Characteristics Derek Brackley	Develop descriptions of behavioural characteristics associated with employability skills, as an extension of the research on employability skills by Graham Debling.	$10,000	Completed. Dissemination: Used together with the Employability Skills Report as an introductory chapter in Work Futures, and similar material to appear as a later occupational outlook in the first half of 1997. Audience: career practitioners

Table 1 (continued)
Research and Data Development Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Analysis of BC Workplace Training Survey Data Stephen Pal	To purchase data tables of the BC results of a national survey of employers and employees conducted by EKOS Associates. The analysis and reporting of the BC data will be completed at no cost by the Centre for Education Information Studies and Services and the Centre for Policy Studies in Education at UBC. The survey provides information on training activities, training decisions and training impacts made by firms included in the sample. This data represents the first B.C. specific information into "2nd generation" questions on workplace training which go beyond incidence and extent of training, and get into the issues of the training decision and impacts of workplace training by firms and their workers.	$6,500	To be completed by September 1997. Dissemination: Print Report. Audience: Planners and analysts related to labour market policy and programs.

Table 1 (continued)
Research and Data Development Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Employer Satisfaction Survey Greg Jones & Derek Brackley	Survey of BC employers to obtain their views on graduates of education system, including students' capabilities and skills in relation to needs of the workplace. Survey involves three stages: • CEOs contacted to determine whether they have hired a secondary or post-secondary school graduate within the last 2 years; • Supervisor of employee interviewed by phone to obtain their views on how well prepared the employee was and identify any skill gaps; and • Employee surveyed by mail to obtain their views on how well prepared they were for the job and identify any skill gaps. Second Phase: Conduct analysis to place employer survey results within broader context. Carried out in collaboration with partners: BCLFDB, MEST, Ministry of Small Business, FRBC, BC Apprenticeship Board.	$150,000 plus contributions from partners	Timing: Completion by August '97. Dissemination: Print and/or electronic report Audience: Post-secondary and government planners of post-secondary education, students and employers.

Table 1 (continued)
Research and Data Development Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Adult Basic Education (ABE) and English as a Second Language (ESL) Student Outcomes Research Joseph Calado	ABE Study: A longitudinal study of ABE students to collect information on the students' reasons for enrolling, the benefits they received from ABE, challenges they face in completing their studies and the type of employment they obtain after starting ABE. Development is divided into three phases: • Phase I: pilot of 3 institutions; ABE students surveyed 3, 6 and 13 months after registration; • Phase II: Former ABE student from 11 institutions surveyed 6 and 13 months after registration; report produced; • Phase III: Former ABE student from all institutions providing ABE surveyed at 6 and 13 months following registration. ESL Study: A 3-phase study of ESL students similar to the ABE study: Phase I: Follow-up of government funded students who leave an ESL course early; Phase II: Pilot of longitudinal study; Phase III: 18 month longitudinal study.	$632,292	ABE: Phases I and II complete. Survey for Phase III being conducted in Fall 1996. Preliminary report available; report expected to be completed in early 1997. ESL: Research underway now; preliminary report available. Both ABE and ESL outcome studies will be ongoing, conducted on an annual basis. Dissemination: Written and electronic reports. Audience: Post-secondary and government planners of ABE and ESL programs and those responsible for student outcomes, students, student counsellors.

Table 1 (continued)
Research and Data Development Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Colleges/Institutes Student Outcomes Research Joseph Calado	Survey of graduates of BC colleges and institutes and near graduates one year after leaving the post-secondary institution, to obtain views on educational experience, reasons for attending, and information on education and employment outcomes, including salary and whether or not the job is related to studies. Survey conducted for 1994 and 1995 cohorts. Survey excluded students in ABE and ESL. In future years, ABE students will be included.	$2,120,945	Ongoing; survey conducted once a year. Reports on 1994 cohort completed. Survey of 1995 cohort underway. Print and on-line reports available, including: Student Outcomes Report, Summary of Results: Job Destinations Report, Student FactPac, Key Student Outcome Indicators, and a Special report on Aboriginal Student Outcomes Report (for 1994 cohort only). A different special report is produced each year. Audience: Post-secondary and government planners of post-secondary education and those responsible for post-secondary outcomes, students, student counsellors.

Table 1 (continued)
Research and Data Development Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Private Training Outcomes Survey Joseph Calado	Survey to provide information on the type of work obtained by former students of private training institutions. The survey will collect information on the employment and education outcomes of students after leaving the private training institution, satisfaction with training and reasons for not completing. Similar to *Job Destinations Report* (see Table 2), which deals with public institutions.	$839,723	Contractor hired and test survey Complete as of 9/20/96. Survey being conducted in Fall of 1996. Dissemination: Written reports and tables to be produced and distributed to institutions, prospective students, funding bodies and career practitioners. Audience: Government policy and program planners, planners in private institutions, government agencies that provide funding for private sector training (eg. WCB, EI, IA), students
Link File Research Initiative Joseph Calado	Researching student flows, transitions and performance within the BC education system to track transfers from secondary to post-secondary and within the post-secondary system.	$396,760	Timing: Development on hold pending completion of re-organization of MEST. Dissemination: Input into other research, from which reports will be produced. Audience: Planners of secondary and post-secondary education programs.

Table 1 (continued)
Research and Data Development Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Sufficiency of Work Greg Jones	Research on the issue of continuing shortage of jobs. Will review arguments and evidence relevant to the BC context, and will develop conclusions on security, identify possible policy solutions and data sources needed to inform policy.	$10,000	Timing: Completion by June '97. Dissemination: Report for distribution. Audience: Labour market policy analysts and researchers.
Worker Mobility Research Greg Jones	Research to use the new Survey of Labour and Income Dynamics (SLID) and related data to explore inter occupational and geographical mobility issues.	$12,500	Timing: Completion by June '97. Dissemination: Report for distribution. Audience: Labour market policy analysts and researchers.
Intermediate Skills Research Greg Jones	Research on the link between education/training programs and intermediate skill occupations in the trades and tourism sectors. Will identify gaps and propose elements of a research strategy to support further policy development related to economic development, and education and training in BC.	$12,500	Timing: Completion by July '97. Dissemination: Written report. Audience: Labour market researchers, post-secondary planners.

Table 2
New and Enhanced Information Products Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Labour Market Information Resources for Career Practitioners - a BC guide Kathy Stephens	An annotated bibliography of available LMI resources for career counsellors and other practitioners, which includes type of resource (publication, video, etc.), a brief description, the source, cost and whether it is considered a key resource. Produced in collaboration with YES Canada BC and the LMCIA.	$38,000	Complete 4,000 copies distributed to schools, libraries, social agencies, HRDC & MEST. Also available from MEST and on the Internet. Audience: career practitioners.
Analyst's and Planner's Guide to LMI Resources in BC Kathy Stephens	An annotated bibliography of available LMI resources, including statistics, data bases, reports and papers and key information sources. Companion to *LMI Resources for Career Practitioners - a BC Guide.*	$40,000	Complete Distributed to HRCCs, MEST field offices and CSCs in August 1996. Audience: analysts, planners, consultants and decision makers, both inside and outside governments and public and private educational institutes.
Career Resources for Practitioners - An Annotated Bibliography	This is a career resources rather than an LMI resource publication. It provides an annotated bibliography of available career counselling resources in a format similar to the *LMI Resources for Career Practitioners - a BC Guide* (see above). Developed through partnership of HRDC, LMCIA and YES Canada. The LMI Joint Committee provided input, but no funding. LMI provided funding to put on Internet (see *On-line Publications*, Table 4).	no LMI funding	Complete Available from LMCIA or on the Internet Audience: career practitioners

Table 2 (continued)
New and Enhanced Information Products Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Making Career Sense of LMI and Facilitator's Guide - Making Career Sense of LMI Kathy Stephens & Valerie Ward	*Making Career Sense of LMI* introduces career practitioners to key socio-economic and labour market concepts, trends and issues. It reviews the effects that demographics, technology, increased competition, globalization, and structural economic change are having on the labour market. It highlights the occupations and skills required in a changing economy as well as occupational classification and forecasts which are used to describe the changes. Practical examples are provided on researching and using LMI in the job search and career development process. The Facilitator's Guide is a companion publication used to train trainers on LMI in career development. The Career Counselling Foundation (CCF) developed these products and is responsible for distribution in Canada, except in BC.	$102,634 plus in-kind contributions from partners	Complete *Making Career Sense of LMI* will form the basis for a three to five day course for career practitioners including teachers and career counsellors in the K-12 school system, and career counsellors in social agencies and government. Training for trainers using this material is being jointly delivered by the LMI and the ACR Initiative, with training costs covered by the ACR Initiative budget. Book and Facilitator's Guide distributed to ACR Initiative, HRDC and MEST. Copies available free to BC colleges, universities and private training institutions. Can be purchased through the Open Learning Agency in BC or through the CCF elsewhere in Canada.

Table 2 (continued)
New and Enhanced Information Products Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Guide to the BC Economy and Labour Market Kathy Stephens	The report, prepared by BC STATS, provides an overview of the BC economy in the context of its relevance to the provincial labour market. Includes an overview of BC industries, their major issues and employment prospects. A summary version is used in the *Work Futures - BC* (see next project).	$38,500	Complete First printing expected November 1996 Audience: Career practitioners, secondary school counsellors, secondary and post-secondary students and people doing career exploration.
Work Futures - BC (formally Job Futures) Kathy Stephens & Diane Alfred	Will provide detailed occupational profiles and outlooks for all occupations (at either the 2-, 3-, or 4-digit level) in the National Occupation Classification (NOC) system. Developed with input from professional associations, industry associations and unions for their perspectives on the nature of the work, technological change, educational requirements and employment prospects. The Internet version will include hypertext linkages to programs of study and student outcomes data. To create this product, software called "Work Futures Publishing Tool" was developed, to enable people to work separately on different parts of the document, allow the work to be simultaneously collected and integrated into one product, and to update the publication from multiple remote locations.	$430,375	Print version expected in late November 1996. On-line available in early November, with ongoing development of linkages continuing after implementation. Will be available in print, and on CD and the Internet Audience: Career practitioners, secondary school counsellors, secondary and post-secondary students and people doing career exploration.

Table 2 (continued)
New and Enhanced Information Products Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Job Destinations Report Joseph Calado	This report reviews the labour market outcomes (ie., type of work obtained) after training at public institutions in BC. Intended for use in counselling and planning. Information organization by job and by program.	cost included in Student Outcomes Research (Table 1)	Ongoing The 1994 edition was distributed in 1995. The 1995 edition was distributed in June 1996. Audience: Career practitioners, secondary school counsellors, secondary and post-secondary students and people doing career exploration.
Education Matrix Kathy Stephens	Matrix of post-secondary programs in all public colleges, institutes and universities in BC. There are two versions of this product, a Detailed Matrix and a Summary Matrix. The Summary Matrix will only be available as part of *Work Futures - BC* (see above).	$32,214	Complete The detailed matrix was distributed through HRCCs and all educational institutions in July 1996. Audience: Detailed matrix: career practitioners with HRDC and MEST and institutional planners; Summary matrix: secondary school teachers, career practitioners, individuals planning post-secondary education.
Work Futures Facilitators' Guide and Resources Dennis Anderson	Facilitators' guide and resources for *Work Futures* and *Guide to BC Economy*.	$33,800	Timing: Completion by June '97 Dissemination: Print and CD ROM Audience: Career Practitioners and Instructors of ABE classes.

Table 2 (continued)
New and Enhanced Information Products Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Work Futures for youth & low literacy Susan Chandler	Version of Work Futures for youth in grades 11 and 12 and those on income assistance. Will provide a one page summary highlights of each occupation in Work Futures.	$49,960	Timing: Completion by Fall '97. Dissemination: Print and Internet Audience: Youth ages 19 to 24.
Research into ongoing maintenance of Work *Futures* Kathy Stephens	Research on how other jurisdictions (Alberta, Ontario, National HRDC and US Department of Labour) update their LMI products that are similar to *Work Futures*.	$1,900	Completion by April 1997. Dissemination: Report on research findings. Audience: Information will be used in developing a plan for the ongoing maintenance and updating of *Work Futures*.
LMI New Products Brochure Kathy Stephens	Brochure that will highlight up to 25 LMI and career information resources of most interest to practitioners. Includes web address and how to obtain hard copies.	$17,000	Completed Via mail-out distribution as well as Internet. Audience: Career Practitioners and libraries.
LMI New Products Poster Kathy Stephens	Poster containing expanded version of product information provided in brochure (described above).	$5,350	Completion by June '97 Via mail-out distribution as well as Internet. Audience: Career Practitioners and libraries.

Table 2 (continued)
New and Enhanced Information Products Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
BC School District Career Programs: Selected Descriptions Barb Hunter	To develop an inventory of selected career programs offered in secondary schools in BC. Inventory will include descriptions of over 200 programs, organized according to NOC skill categories. Also includes names of teachers willing to act as mentors/resource people for other career practitioners around the province.	$39,000	Timing: Completion by summer '97. Dissemination: Print and Internet. Audience: Secondary school and post-secondary career practitioners, HRDC field workers, libraries, Chambers of Commerce.
Inventory of BC Associations Barb Hunter	Produce an inventory of associations that provide career and labour market information resources related to occupations in a number of NOC skill categories. The inventory will also include information on services/resources provided and how to obtain them.	$38,000	Timing: Completion by spring '97 Print and Internet distribution. Audience: career practitioners, HRDC field workers, libraries.
LMI Marketing Plan Kathy Stephens	Marketing research examining the relevance of LMI products for intended audiences. Using this research, develop a plan to market the use of LMI in general, as well a plan for the marketing of individual LMI projects.	$18,500	Timing: Completion by June '97. Dissemination: Report with recommendation on marketing. Audience: People managing the LMI Strategic Initiative and those marketing LMI resources.
Joint Committee Newsletter Joanne Noel	Produce 2 new issues of Joint Committee for Enhanced LMI Strategic Initiative newsletter for 1997.	$5,000	Timing: Spring and late summer issues in 1997. Dissemination: Print and Internet. Audience: Wide audience of partners, stakeholders and users of LMI.

Table 3
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Community Consultations Larry Warren & Jim Howie	Series of 6 community forums to identify LMI needs of intended users. Results identified: • different users have different LMI needs, hence a variety of products are needed; • there is a need for more coordinated development and Distribute of labour market information at the community level; • there is a need for local information, which lead to the *Community Projects* (next); and • there is a need for one-stop access to labour market information, including through the Internet, which lead to *LMI Forum* (see Table 4).	pre-SI (HRDC)	Complete Dissemination: Report entitled "British Columbia Community Workshops on Labour Market Information: Objectives to Outcomes" Audience: planners of LMI Strategic Initiative.
Community Projects Larry Warren & Jim Howie	The Community-based Information Partnerships sub-committee developed a set of criteria and guidelines for evaluating proposals from community agencies. Criteria and guidelines are being used by the sub-committee to evaluate community submissions and recommend appropriate projects to the joint committee. Up to $300,000 is available to fund community-based demonstration projects that meet these criteria.	Individual projects funded as described below.	Ongoing Audience: community-based career and labour market information providers.

Table 3 (continued)
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Comox Valley Database Society Larry Warren & Kathy Stephens	Two community demonstration projects managed by the Comox Valley Data Base Society: • Project I: The improvement of a information system with up-to-date information on local employers, such as willingness to be mentors or provide coop employment for students. • Project II: Created and registered Comox Valley Database Society and developed Internet web site and data base containing economic, demographic, labour market and local community information, as well as links with information outside the community. The Comox Valley Data Base Society will maintain both systems and update information as required using other sources of funding.	Project I: $15,000 Project II: $74,566 plus contributions from partners	Project I is complete. Project II will be completed by March 1997. Dissemination: Internet web site and on-line databases. Project I Audience: Local secondary schools, North Island College students and teachers for career planning and coordinating work experience. Project II Audience: Intended to be used by people making career decisions, providing career counselling services, moving to the area, planning or promoting investment in the community and any other use involving the labour market.
Pacific Rim Institute of Tourism (PRIT) Jim Howie	Conducted needs analysis of employers needs re: on line labour exchange. Developed Web page with resources on training, etc. Lead to second project (see Table 4).	$44,675 plus contributions from partners	Complete Dissemination: Internet web site Audience: Employers, employees and people seeking employment in the tourism sector.

Table 3 (continued)
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Feasibility of 1-800 Career Hotline Suzanna Klinga	Study to explore the feasibility of a 1-800 service to provide career information. Similar services in other jurisdictions will be reviewed. Cost analysis of set up, staff training and on going operating costs is included. The Labour Market and Career Information Association of BC will oversee this project.	$40,000	Timing: Completion by September '97. Dissemination: Report Audience: Program planners and potential funders in the area of LMI.
South Vancouver Island Training Database Susan Phillips	To develop and implement a computerized data bank of learning opportunities in the South Vancouver Island region, focusing particularly on the needs of EI and IS clients. This database will include both educational and employment related training opportunities and will allow training service providers a place to survey programs currently available and identify gaps in the training available. The Learning Works Society of Greater Victoria oversee this project. This is an association of educators, learners and agencies working to enhance opportunities for adult learners in the areas of academic upgrading and employment support services.	$25,000	Timing: Completion by September '97. Dissemination: Print to members of the Learning Works Society who provide career preparation and educational upgrading services. Audience: Adult learners in the Greater Victoria area and agencies and trainers providing services to this group.

Table 3 (continued)
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Entrepreneurial Adventure Centre: LMI Education Information Program Donna Miller Joan Richardt, Project Manager	To develop and deliver an LMI Education Information Program at the Entrepreneurial Adventure Centre in the Sooke School District. Program will include a series of workshops for target audiences in the community, noon-hour lecture series on local LMI, training in using the Internet for career planning, Cyber cafe for inexpensive access to LMI. Project will include collecting LMI for a local web site (which is being designed outside this project). The project is sponsored by the Entrepreneurial Adventure Centre of the Sooke School District (#62).	$50,000	Timing: Completion by December '97. Dissemination: Website report on activities. Audience: Clients of the Entrepreneurial Adventure Centre, including small and starter businesses, secondary school and continuing education students of the Sooke School District, Royal Roads University students, the District's First Nations community, READ 2000 clients and the general public.
Central Island Employment Net Expansion Barry Hodgson Thomas Benjamin and Associates, Consultant	Expansion of the Central Island Employment Net (CIEN) network to redesign existing pages and add additional information on services available to the unemployed, and possibly a bulletin board for job postings. The purpose is to improve interagency communication among agencies providing serves to the unemployed. The Nanaimo Human Resources Centre of Canada will oversee this project.	$50,000	Timing: Completion by March '98. Dissemination: Internet Audience: Agencies providing employment and related services to the unemployed in the community.

Table 3 (continued)
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Role Models Brochures: Brochures on Women in Non-traditional careers Cari Beckett	To produce 10 to 15 brochures on occupational areas in the trades and technologies to encourage women to consider a wider range of career options. Each brochure will highlight a career area, jobs that are available, training required and salary range and will profile women in these occupations. Interior Women in Trades and Technology will oversee this project.	$26,000	Timing: Completion by end of June '97 Dissemination: Mail out to government agencies, secondary schools counselling offices, SCWIST. Information will also be made available to be added to the BC WorkInfoNet site. Audience: Young women
"Women, Science and Jobs" CD-ROM Dr. Hiromi Matsui	To develop material for a CD-ROM with career path information for women seeking career opportunities in engineering, science and technology. Project will be undertaken by the Society for Canadian Women in Science and Technology (SCWIST).	$33,925	Timing: Completion by Feb. '98. Dissemination: CD-ROM for SCWIST programs for use in schools and communities. Audience: Young women, parents and educators.
LMI for Film and Music Industries Ellie O'Day	Collect LMI specific to the music, television, film, multimedia, interactive media and new media industries, including careers that are available, training required and current and projected trends within the industry.	$34,000	Timing: Completion by end of Aug. '97. Dissemination: Booklet, Open Learning Agency and BCInforNet. Audience: Educators, guidance counsellors, government planners, industry and youth aged 15 to 25.

Table 3 (continued)
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Enhancing Access to LMI in the Revelstoke Community Alan Mason	Develop a mechanism to collect and update local LMI and create a database for this information. Will collect local LMI and connect to training opportunities in Revelstoke community. Develop user friendly displays, user guides and an LMI library. Provide 2 or 3 workshops to introduce local career practitioners to the new information. Project carried-out by the Revelstoke Community Skills Centre.	$20,000	Timing: Completion by June '97. Dissemination: Displays, workshops and report Audience: residents and business in the Revelstoke area. Research will have relevance to other communities, so will be of interest to agencies with an interest in LMI, especially other Community Skills Centres
North Coast Portable LMI exhibit Dawn Dalley	To develop an interactive, accessible and attractive LMI portable exhibit for use in the community and surrounding areas. Display will be used at trade shows, shopping malls, schools, career fairs and colleges. Will also offer a series of workshops to introduce the concept of interactive LMI to businesses, job searchers and students. Project carried-out by the North Coast Community Skills Centre.	$20,000	Timing: Completion by July '97. Dissemination: Portable exhibit. Audience: Businesses, job searchers and students in the North Coast Community.

Table 3 (continued)
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
LMI on Cable TV in Queen Charlotte Islands Glenn Fahlman	To cover equipment costs to provide LMI to the community via cable TV. The project will deliver a scroll channel of LMI in three communities in the Queen Charlotte Islands. The channel will also list job postings in the community and elsewhere, as well as training available at the Queen Charlotte Islands Community Skills Centre. Project carried-out by the Queen Charlotte Islands Community Skills Centre.	$24,000	Timing: Completion by end of November, '97. Dissemination: Cable TV Audience: Local businesses and residents with an interest in labour market issues, especially people doing career planning.
Morice Local LMI Database & Website Brenda Allen	To develop a comprehensive LMI database that will feature information such as hiring practices, skill requirements, employment trends, career information, job seeking sills and employer information. Will also deliver training on accessing LMI and its uses. Project carried-out by the Morice Community Skills Centre.	$20,000	Timing: Completion by August '97. Dissemination: Internet, workshops and displays at CSC Learning Centre and through employment services coordinator. Audience: Residents, especially people seeking employment or those wanting to train for jobs available in the community, as well as businesses in the Morice area (Burns Lake to Hazelton).

Table 3 (continued)
Community Based Information Partnerships Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
North Island Local LMI Noel Summers	Explore creative ways to deliver relevant LMI to all areas in this large community. Will identify what is currently in place, identify delivery options and alternatives and plan next step in meeting needs. Delivered by the North Island Community Skills Centre.	$5,000	Timing: Completion by May '97. Dissemination: Report Audience: Agencies in the community with an interest in delivering local LMI.
Using Vancouver East Community Agencies to deliver LMI Kathy Coyne	To develop a model for the delivery of LMI at the neighbourhood level using existing organizations and member resources by testing the value of providing LMI resource rooms in local community centres and training facilities. Will also explore the possibility of using community facilities to provide electronic access to LMI. Delivered by the Vancouver East Community Skills Centre.	$25,000	Timing: Completion by August '97. Dissemination: LMI resource rooms in community agencies in Vancouver East. Audience: Vancouver East residents.
New Westminster Local LMI Database & Website Vicki Renner	To enhance the New Westminster website, including making it more interactive and adding local LMI. Will also develop a method to keep information current. Project carried-out by the New Westminster Community Skills Centre.	$25,000	Timing: Completion by August '97. Dissemination: Internet Audience: New Westminster businesses and residents, especially those doing career planning.

Table 4
Implementation of New Technologies Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
LMI on the Internet Jim Howie	The Open Learning Agency developed a framework and method to offer labour market information through the Internet, which was presented at the *LMI Forum* (next). Linked to *BC Work Info Net* Project (see below).	$25,000	Complete Audience: Input into *LMI Forum* and planning for *BC Work Info Net* (below).
LMI Forum Jim Howie & Larry Warren	Forum, hosted by LMCIA, to establish partnerships and begin planning a provincial approach to the development, distribution and maintenance of on-line career and labour market information in BC through the CanWorkNet Internet site. CanWorkNet is Canada's national Internet site for career and labour market information. The Forum demonstrated 26 LMI products available on the Internet, and held 14 workshops and 3 groups discussions. (See the *BC Work Info Net* project, below).	$82,775	Complete Reports available on Internet. Audience: Input into planning for *BC Work Info Net* (below)
On-Line Publications Jim Howie	Production of publications of the LMI Strategic Initiative produced for on-line distribution in support of the *BC Work Info Net* project (see below). On-line productions costs for some products covered under other components.	$85,500	Ongoing Dissemination: Internet Audience: Internet users

Table 4 (continued)
Implementation of New Technologies Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
BC Work Info Net (BC WIN) Jim Howie	This initiative places emphasis on a collaborative approach to the management, development, distribution and maintenance of on-line labour market and career information. LMCIA of BC coordinates this project to create a BC connection to the World Wide Web using CanWorkNet as a connecting mechanism. CanWorkNet is Canada's national Internet site for career and labour market information. WIN.BC is now a registered society with a Board of Directors. The Joint Committee has provided bridge funding to support BC WIN while it undergoes further development and finds other support. Closely linked to *LMI on the Internet* project (see above).	$587,324	Web Site now running. Continued development ongoing. Audience: producers, providers and users of career and labour market information.
Career Paths...On-Line Irene Lugsdin	To place the publication "*Career Paths*" on line. *Career Paths* is a youth oriented newspaper which provides both labour market and career development related news and information for BC. Also a chat room for student to chat via Internet to career counsellors. Developed in partnership with HRDC, MEST, LMCIA and YES Canada BC	$50,000 Plus contributions from partners	Now on Internet. Development ongoing. Dissemination: Internet Audience: schools, social agencies, libraries and career resources centres.

Table 4 (continued)
Implementation of New Technologies Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Pacific Rim Institute of Tourism (PRIT) Jim Howie	Research on electronic labour exchange and links to National HRDC electronic labour exchange. Pilot an industry/ community specific, on-line employment opportunity "Job Bank" for employee training and an industry specific, electronic labour exchange for members of PRIT.	$158,675 plus contributions from partners	Completed by end of 1998. Dissemination: Internet web site Audience: Employers and people seeking employment in the tourism sector.
Motiv8...On-Line Irene Lugsdin	To place the publication *"Motiv8"* on line. *Motiv8* is another youth oriented newsletter which provides both labour market and career development related news and information for BC youth. Developed in partnership with HRDC, MEST, LMCIA and YES Canada BC.	$60,000	Now on the Internet. Development ongoing. Dissemination: Internet Audience: schools, social agencies, libraries, career resource centres and youth looking for employment.
Explore Data Base On-Line Ken Faris	To enhance the "Explore Data-Base" of information on post-secondary education programs. Includes a review of user information requirements and needs (including navigational aids and other helper tools), identify information sets to be included, and design and develop the on-line version of Explore.	$150,000	Timing: Completion by fall 1997. Dissemination: Internet. Audience: Career practitioners, secondary school students, parents and adult learners.
Use of LMI for post-secondary program planning and decision making Jim Howie	To develop a framework for the use of labour market information to support program planning and decision making at the institutional level. Will also update the publication *"Labour Market Information Sources for Planners and Analysts"*.	$35,000	Timing: Completion by December 1997. Dissemination: Print and Internet. Audience: Researchers and planners supporting planning and development of post secondary programs

Table 5
Quality Standards and Training Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
LMI Resource "Mobilization" Project (Phase I) Philip Stoochnoff	Contractor identified key organizations and governments who might be interested in using Career LMI products. Report identifies 7 government and 10 non-government organizations whose mandate includes delivery of career planning and who would use "*Making Career Sense of LMI*" (see Table 2).	$6,900	Complete Report entitled "Training for Career Practitioners: Implementation Project, Phase I." Audience: Joint Committee and Coordination sub-committee for planning.
LMI Resource "Mobilization" Project (Phase II) Philip Stoochnoff	A contractor explored the long term training needs within the context of career development and developed an outline of a strategy for training career practitioners/counsellors.	$6,000	Complete Report entitled "Towards A Career Development Strategy for BC." Audience: Joint Committee and Coordination sub-committee for planning.
Virtual LMI Tool Kit Rob Henderson	Tool kit of core LMI resources for career practitioners in secondary schools, including a guide to the use of the LMI resources and sample lesson plans for the resource *Making Career Sense of LMI* (see Table 2). Lesson plans include purpose, learning outcomes, suggested time allotment, assessment, preparation and planning procedures and instructional strategies.	$107,600	To be completed in May 1997, with in-service training to be provided in fall of 1997. Available through Internet and CD-ROM, which will be distributed to schools. Audience: career practitioners in secondary school settings.

Table 5 (continued)
Quality Standards and Training Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Inventory of Training Programs Philip Stoochnoff	An inventory of current training for career practitioners in BC and Alberta and through distance education. This includes professional development, certificate, diploma and degree programs. The inventory contains information on the amount of labour market information content in the current program.	funded through the ACR Strategic Initiative	Completed. A catalogue of training programs will be produced in both print and on-line versions. Audience: career practitioners.
Practitioner Training Needs Analysis Philip Stoochnoff	A needs assessment with respect to practitioner training in use of LMI, as Phase II of the Inventory of Training Programs (described above). This project will link closely with the consultation process for the guidelines and standards for career development practice, described next.	Not determined (funding will be through the ACR Strategic Initiative)	In the planning phase now.
Guidelines and Standards for Career Development Practice: A Consultation Process for BC Philip Stoochnoff	This project will link closely with BC's participation in the National consultation process on standards for career development practice, being led by the Canadian Career Development Foundation. LMCIA and CES will coordinate the consultation process on standards and guidelines for BC.	Not determined	In the planning phase now.

Table 5 (continued)
Quality Standards and Training Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Standard and Guidelines for Development and Delivery of LMI Resources Jim Howie	The Joint Committee for Enhanced LMI is supporting the Canadian Labour Force Development Board in establishing national standards and guidelines for the development and delivery of LMI products and services. An initial set of voluntary guidelines has been developed and is being reviewed by developers, suppliers and consumers of LMI in Canada. BCWorkInfoNet is managing BC's consultation on the guidelines.	none	Preliminary guidelines will be disseminated in June '97. Dissemination being planned. Audience: developers and users of LMI being disseminated through electronic media.

Table 6
Quality Standards and Training Projects

Project & Contact	Description	LMI Budget	Timing & Dissemination
Portable LMI Kits Dennis Anderson	Travel kits containing labour market information resources, in a suitcase with wheels.	$35,000	Completed. Dissemination: Distributed to selected field staff of HRDC and MEST. Audience: HRDC and MEST field staff.
"What Works" for Youth Dennis Anderson	Production of a newsletter for youth looking for work. A separate issue is produced for each region and contains information of local relevance.	$81,975	Timing: Issue #3 issued in May 1997. Dissemination: Print Audience: Secondary school students.
Knowledge Network Offerings: Learning a Living Dennis Anderson	To produce 10 episodes dealing with labour market issues, for viewing on the Knowledge Network.	$164,760	Timing: March to July 1997. Dissemination: Knowledge Network Audience: General public

APPENDIX C.

CAREER PRACTITIONER ASSOCIATIONS

Organization	Membership
Career Education Society (CES)	• Members are district career coordinators and teachers responsible for teaching the Career and Personal Planning curriculum to secondary school students.
BC College and Institute Counsellors Association	• Members include both counsellors and academic advisors; counsellors provide career counselling services while academic advisors assist student in course selection, meeting requirements, etc.
Association of Service Providers for Employability and Career Training (ASPECT)	• Members are private practitioners throughout BC who provide career preparation counselling and training services, some on contract to HRDC or MoEST. Agencies may be not-for-profit or for profit organizations.
Victoria Employment Agency Network (VEAN)	• Members are professionals in Victoria and Vancouver Island who provide career counselling, employment placement and vocational rehabilitation services.
Networking, Education and Training for Workers in Employment, Rehabilitation and Career Counselling (NETWERCC)	• Members include both school counsellors and career practitioners in the private sector who provide employment, training and pre-employment services in the lower mainland.